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A Report to the Superintendent of Boston Public Schools

by

The Boston Commission on Secondary Education

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MOVING FORWARD

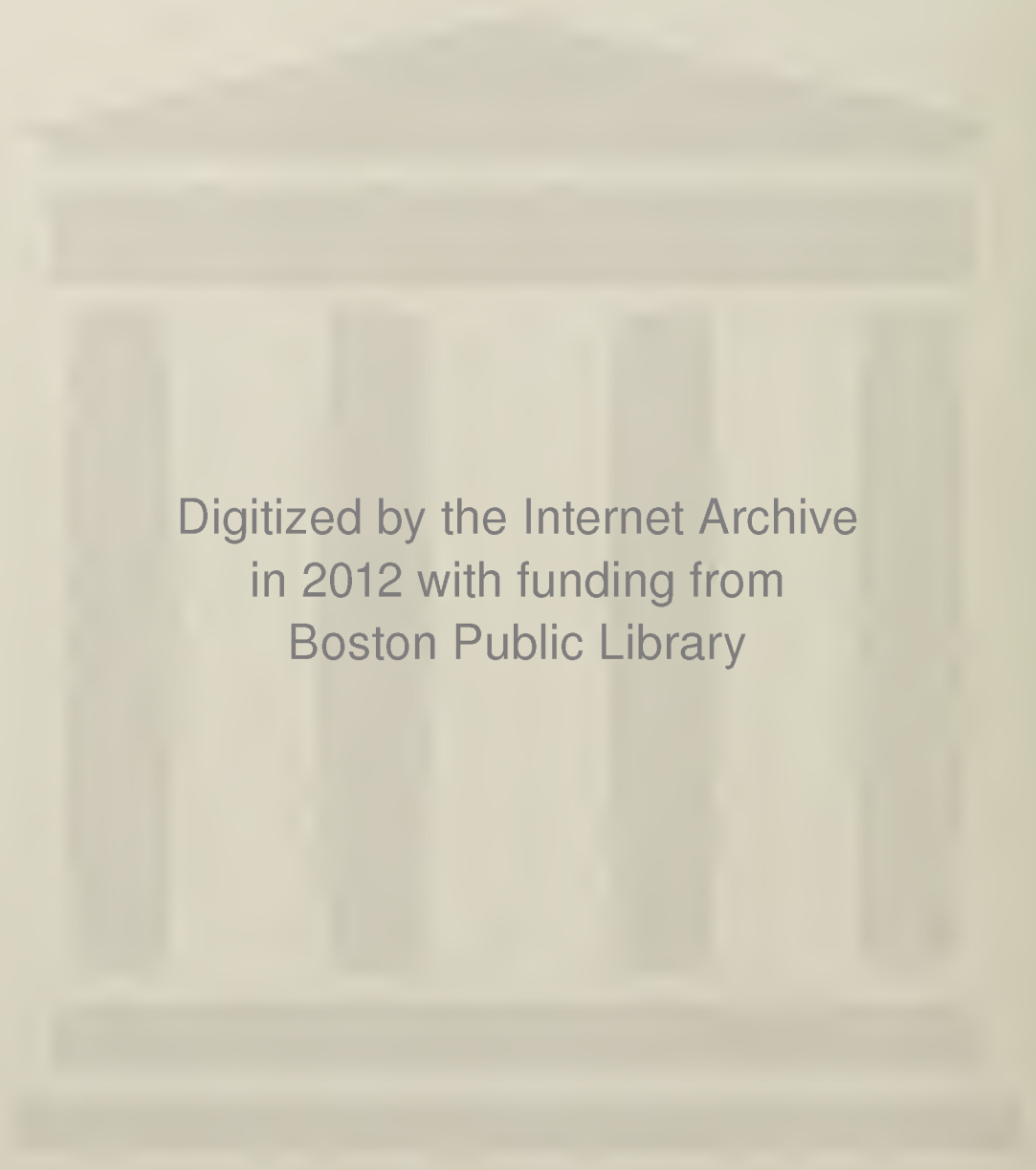
A Report to the Superintendent of Boston Public Schools

on the First Year Activities (1973-74)

of

The Boston Commission on Secondary Education

April, 1974



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Volume III

Commission Working Papers: Reports of the Committees

The School Committee of the City of Boston

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The first year of the Commission's activity has been generously supported by:

The Ford Foundation

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The Riley Trust

The Boston Urban Observatory, University of Massachusetts at Boston

MOVING FORWARD

Moving Forward is a four-volume interim report submitted to the Superintendent of the Boston Public Schools by the Boston Commission on Secondary Education. It is the result of a one-year preliminary study of secondary education in Boston. Each volume of the interim report addresses a particular aspect of Commission activity:

VOLUME I — Summary of Interim Commission Report
A condensation of the Volume II Interim Report approved by the membership of the Commission.

VOLUME II — Interim Commission Report and Recommendations
Approved by the membership of the Commission.

VOLUME III — Commission Working Papers: Reports of Committees
Committee reports are the work and the responsibility of each individual committee and have not been approved by the Commission as a whole.

A. Goals
B. Space and Facilities
C. Options and Alternatives
D. City Resources
E. Governance and Change
F. Career Education

VOLUME IV — Commission Working Papers: Commission Documents
Documents prepared by individuals and particular committees, not the Commission as a whole.

A. A Proposal to the Ford Foundation
B. Secondary School Population: 1980
C. Pilot Project Proposals

1. CASES
2. Theatre in the Schools
3. WALLOP
4. Report on Teacher Grant Projects

VOLUME III

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Volume III of Moving Forward contains the heart of the Commission's work, the six reports prepared by the Commission's working committees. These six reports provided the basic material for the Commission's Interim Report (Volume II). Each report is, however, the responsibility of an individual committee and has not been approved by the Commission as a whole.

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Report of the
Committee on Goals
to the
Boston Commission on Secondary Education

March, 1974

The Goals Committee

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INTRODUCTION TO GOALS COMMITTEE REPORT

The Goals Committee, like the Commission as a whole, represents a cross-section of opinion about schools and schooling. The members and resource persons of the committee worked in small task forces, each of which addressed itself to a particular area of concern, bringing the results of its discussions back to the entire committee. Each of the assumptions, with its goals and objectives, reported here was the result of the work of a particular task force. Many of them received the unanimous support of the entire committee. Other ideas presented here failed to achieve unanimous support. A few did not achieve majority support. However, the issues are so important that it was decided to present all the conclusions of the task forces, even where opinion was divided as to the advisability and/or feasibility of a particular goal or objective. In this way, it is hoped that continued discussion of these issues, within and outside the Commission, will be stimulated and will result in conclusions and actions about which there can develop the kind of consensus that was not possible within the committee during this first year.

Interim Report

I. The Aims of Education

A. Assumption

A main purpose of secondary schooling is to assist young people in preparing themselves to function as responsible adult members of a democratic American society and to enable them to work towards changing that society by and through democratic processes as each individual deems necessary.

Goals

To develop an educational process that assists each young person in developing the necessary intellectual power, skills, knowledge, attitudes, self-confidence and judgment she or he will need to function responsibly in a democratic society.

B. Assumption

If schools are to assist students in developing their ability to function as adults in a democratic society, they can do this only if the schools themselves are examples of democracy in action.

1. Goals

To develop ways of governing secondary schools that are clearly and honestly democratic in which students, parents, teachers and administrators all have a voice in making decisions concerning

how the school will be operated, for what purposes and by whom (see Section IV, Governance and Communication).

2. Objectives

To develop several models of school governance that could be tested immediately on a pilot basis, such as a parent-teacher-student governing board.

C. Assumption

The primary educational need of all students is the development of their capacity to think clearly and independently, to separate fact from opinion, to identify problems, to think through problems and arrive at solutions, to plan ahead, to construct in his or her head possibilities that may not concretely exist at the moment.

1. Goal

To reorganize the secondary system so that it emphasizes the development of each student's ability to think as well as his ability to acquire information. (See Section II, "The Educational Requirement of Students.")

2. Objectives

a. To organize schools and their "courses of study" so that there is greater emphasis upon identifying and solving problems.

b. To develop a method which will allow students and parents to participate in the selection, reassignment and dismissal of teachers.

c. To provide a mechanism by which students have available resources necessary to make affirmative choices regarding their life goals, assistance in making the choices, and opportunity to effect such choices within the school system.

D. Assumption

Education (or development) is a process that can occur only partially within the walls of a schoolhouse. Secondary education should be integrated with the total life of the community. All of the resources available in the city must be used in and be a part of the education of secondary school students.

1. Goal

To develop a secondary education process and organization in which the cultural, business, industrial, civic, higher educational and community resources of the city become a part of the educational experiences of secondary school students.

2. Objectives

a. To reorganize the secondary schools and their schedules so that students can spend significant periods of time using the resources of the city.

b. To develop ways in which the resources and institutions of the city can become an integral part of the secondary system.

c. To develop ways in which the staffing patterns of secondary schools and resource institutions can be expanded so that the educational activities occurring in the community can become a part of the normal School Committee budget.

II. The Educational Requirements of Students

A. Assumption

Each student is an individual with particular talents and capacities unique to that individual.

1. Goals

a. The secondary school system must be flexible with a sufficient number of different kinds of programs to ensure that each student has the opportunity to discover and develop his particular talents and capacities.

b. Students and parents must be fully informed of all educational options open to them.

c. Options regarding different programs must remain open to students throughout their secondary education.

2. Objectives

a. To develop a wider variety of schools, programs and curricula offerings so that each student

can select the kind of schooling that best suits his or her needs and talents.

b. To reorder "academic" priorities to include a wide diversity of acceptable things to learn and ways to learn, including independent study.

c. To reorganize the secondary system so that students can receive full credit for paying jobs, flexible campus, public service, tutoring younger children, the visual and performing arts, etc. Credit should also be available for activity in a period of having "dropped out," should that occur.

d. To develop a system, starting in the middle schools, that allows each student to explore all of the opportunities available and to find out the ones that suit him or her best, including career opportunities.

e. To eliminate group scheduling so that students can choose more individual programs and move with relative ease into and out of different kinds and different levels of programs.

f. To vastly improve the counseling system, utilizing all facets of the educational system.

g. To provide scope for increased interaction between students and teachers. This will

involve changes regarding availability of time and space.

B. Assumption

A second educational need of all students is the development of competence in the "basic" skills -- not only in the language of words (reading and writing) and numbers (mathematics) but in other human languages, i.e., the language of vision (including the visual arts), auditory language (including music) and the language of bodily movement (the kinetic languages of dance and athletics).

Goals

1. To expose students to the full range of skills in all the basic human language areas and to give them assistance in developing skills in these areas.
2. To ensure that students not be allowed to move into and through the secondary system without achieving acceptable competency in the basic skills ("acceptable" levels to be determined).
3. To ensure that students are not allowed to graduate from high school unless and until those "acceptable" levels are met.

C. Assumption

Students, especially as they move through the secondary system and develop increasing responsibility,

need to be allowed to choose the kind of school or program that best serves their needs, assuming that whatever schools or programs are created are racially and sexually integrated. Teachers should also be able to work in the kind of school they will feel most comfortable teaching in.

1. Goal

   To develop a broad range of schools and optional programs from which parents, students and teachers may make selection regardless of the geographical location of either the student or the school.

2. Objectives

   a. To develop a range of schools based on the degree of structure supplied by those running the school.

   b. To provide a major expansion of work experience programs for all students as part of the learning system's emphasis on involving the total community in the educational process.

   c. To organize secondary system so that it functions on a zero-reject basis, assuming continuing responsibility for its clients until basic educational missions are completed. In particular, adult basic education must be universally available.

   d. To incorporate new programs to aid them.

e. To concentrate on developing skills not only academically, but vocationally at all age levels.

f. To develop the ability to provide marketable knowledge for every child.

III. Equal Educational Opportunity

A. Assumption

The educational process inevitably involves a communication of values among teachers, counselors and students.

1. Goal

To provide equal educational opportunity and quality education in settings characterized by economic, racial and sexual integration.

2. Objectives

a. To require the School Committee to develop programs to sensitize staff members to sexism and racism and to what are degrading and discriminatory practices.

b. To eliminate all school materials which contain sex-stereotyping (especially as it relates to male and female vocational roles).

c. To ensure that the School Committee assumes responsibility for educating students and the community at large to the advantages of educational programs and opportunities

unrestricted by traditional stereotypes and classifications, and to the worth of human beings despite traditionally labeled handicaps.

B. Assumption

Each student, no matter what her or his age, sex, race or ethnic background, is an individual with specific rights and responsibilities and is guaranteed the right to equal educational opportunity.

1. Goal

To develop a secondary school system that assures every student of equal treatment, equal opportunity and due process.

2. Objectives

a. To develop or adopt a written code establishing student rights and responsibilities that apply to all students in all schools.

b. To develop a system of school justice in which the students have a major role in determining what acceptable and unacceptable behavior will be, what the penalty will be for code violation, and in which students have a major role in the administration of the justice system.

c. To provide "equal educational opportunity" in this context means to uphold the right of every student to attend the kind and quality

of school she or he (and her or his parents) decide is appropriate for that student. In addition, every school or school program must fulfill all Constitutional requirements under the Fourteenth Amendment as laid down by the Federal courts and by the State courts under the Racial Balance Laws, as well as the requirements of Massachusetts General Law 622 on sexual discrimination. Every student has a right to a racially integrated education.

d. To eliminate all distinctions and inequalities based upon sex in admissions to schools or programs, especially in relation to athletics, occupational programs or training. When coordination, aptitude or physical development eliminate students from an activity or team, an equal amount of school funds must be expended for those eliminated students for activities that are the same (at an appropriate level of performance) or similar and comparable in terms of both quantity and quality.

e. To reorganize all curricula to eliminate sex-role stereotyping.

f. To provide training for and to encourage all guidance counselors, teachers and administrators

to direct students toward courses of study, careers and positions without regard to traditional stereotypes.

g. To require the school department to assume the responsibility for placing students who choose to pursue occupations traditionally closed to them. The school department shall cooperate in the placement of students only with those firms or unions that do not discriminate on the above-mentioned bases.

h. To insist upon balancing immediately all schools which are now predominantly male or female.

IV. Governance and Communication

A. Assumptions

1. Democracy is best learned by practice.

2. Education is a cooperative effort among the school, the students and the parents of the student.

3. A student should develop his full potential so that he is able to communicate effectively with all those involved in the educational process.

4. Goals

a. To develop a positive and open system of communication among teachers, students and administrators.

b. To create a system where teachers, students and parents will have a voice in policy-making decisions.

5. Objectives

a. To set up channels which will facilitate 2-way communication among all facets of the educational system including administrators, teachers, parents and students.

b. To make time available within the school day or at night for maximum communication to be achieved.

c. To allow students the option of communicating with each other on a school-wide basis, i.e., be able to call student body meetings within schools, consistent with the operation of the school.

d. To call together various parent and teacher groups on an area-wide basis at intervals.

e. To implement a greater effort on the part of teachers and administrators to work with parent groups.

f. To ensure that the School Committee considers itself responsible for communicating school program options and variety of career opportunities to students and parents.

g. To provide for bilingual translation of all communications and meetings involving students or parents of non-English speaking background. Translations will be provided by schools or school department.

h. To provide bilingual counselors for students of non-English speaking background. This requires an active effort by the school department to inform the community served by the schools that race, sex, religion and national origin are not criteria for admission to any school, course of study or extracurricular activity.

B. Assumption

Student records are a means of communication within the school system. Guidelines for availability of records outside the system should be established within the confines of recently established laws.

Objectives

1. To develop guidelines as to what constitutes appropriate and relevant entries in school records.
2. To ensure that student records are supplemented by personal contact with the student, and that school records be considered as only one type of indication of a child's potential performance and abilities.

V. Supportive Services

A. Assumption

In addition to academic achievement and basic skills, the educational process should be concerned equally with the intellectual, physical, social and emotional development of every child.

1. Goals

a. To provide within the school system those supportive services not provided by other public institutions (in order to overcome the environmental inadequacies faced by some children).

b. Schools should provide mechanisms for coordinating and supplementing the delivery of those supportive services available outside the school system; the schools must become the advocates of their children in relation to other social systems whose failures may inhibit educational development.

2. Objectives

a. To provide programs for children with special needs at the secondary level (i.e., special education, emotionally disturbed, physically handicapped, and learning disabled).

b. To develop alternative methods of testing that minimize biases on psychological tests.

c. To require all guidance counselors, teachers and administrators to be involved in pre-service and in-service training in the recognition of discriminatory attitudes in themselves and in others.

d. To institute a department of pupil personnel services which would combine the present departments of pupil adjustment counselors and attendance officers, and would change its focus of activity to the provision of social services.

e. To provide library and audio-visual facilities staffed and supplied for the active use of students and teachers.

f. To make available bilingual/bicultural programs to all students on the secondary level.

g. To employ bilingual personnel to provide supportive services to non-English speaking students and their parents.

h. To provide breakfast and lunch in every secondary school.

i. To hire and train paraprofessionals to assist in the provision of all supportive services.

j. To provide or coordinate through outside agencies tutoring services for all secondary school students.

k. To establish model child care/development programs for children of staff, faculty, students and community. A part of the program can be used to train students of both sexes in child care and family relationship.

l. To provide before and after school programs for their children.

m. To expand the scope of volunteer programs to take full advantage of all available community resources, to assist in the staffing and running of schools both during the day and after school programs.

B. Assumption

The healthier a child is, the more easily he learns.

1. Goal

The school system must work with existing health resources to provide maximal physical and mental health care to all students.

2. Objectives

a. To make available complete physical examinations (including vision, speech and hearing, dental) to all students.

b. To establish and publicize procedures for emergency situations in the schools.

c. To make available psychiatric counseling to all students, teachers and administrators.

d. To expand the school system's program of drug education to include counseling and treatment programs, using as resources already existing outside programs.

e. To include in health education programs information on sexuality, birth control and abortion.

f. To develop a policy on pregnancy.

(1). No student shall be required or encouraged either explicitly or by subtle means to interrupt her education because of pregnancy.

(2). A student who has chosen to interrupt her education because of pregnancy shall be encouraged to return to school.

(3). The Centaum centers should be available only to girls who voluntarily choose to use them. However, their mere existence is likely to force girls to use them who would really rather not.

VI. Role of Professional Educators

A. Assumption

The teaching staff of any school system comprises its greatest strength.

B. Assumption

That the pre-service education of the teacher for the urban school situation is a critical factor in

attracting and retaining a creative, competent body of teachers capable of meeting the challenges of the wide range of students in the present city populations.

1. Goal

   To develop systems of seeking out, hiring and retaining the most qualified people for all positions.

2. Objectives

   a. To develop better screening or selection processes.

   b. To encourage better communication on teacher education between the colleges and universities training teacher applicants and the schools that are the future employers. This would involve specific liaison arrangements.

   c. To devise a feasible way in which teacher education may be moved from the campus to the schools and the communities in which the schools are located.

   d. To study the earliest identification of teaching potential.

   e. To provide teaching-learning situations that progress in responsibility from tutoring or cross-age experiences to internships with a variety of students representing a true corss-section of the city population.

f. To develop a plan for the retention of the able classroom teacher in the classroom by recognizing the importance of the classroom teacher in the training program of the new teacher. This plan must make the experienced teacher feel rewarded in his role. The fiscal situation must be clearly defined.

g. To provide the teacher-in-training with real opportunities to be part of the faculty team in curriculum development, pupil assessment and a continuing educational program that develops excellence in professional standards.

h. To utilize modern technology in the most creative way to assist the teachers in understanding various teaching styles that lead to good instructional procedures and a satisfactory student-teacher relationship.

i. To schedule conference time for the teacher-in-training in which the training institution and the school personnel have a definite role in determining teacher performance.

j. To study the feasibility of contractual agreements to be made between the School Committee and the colleges and universities regarding on-the-job teacher training and subsequent employment.

k. To improve the actual orientation program given to the applicant before entrance to the first full year of teaching.

l. To extend the evaluation of the new teacher's performance beyond that of the supervisor or principal to include an annual review team (prior to tenure) consisting of student council, faculty members, parents and other representatives who could provide genuine insights concerning the teacher's performance, and make recommendations to the principal regarding the granting of tenure and retention or dismissal at that school.

C. Assumption

That new teachers can learn valuable teaching skills (from classroom management to curriculum planning) from experienced teachers.

Goal

To provide new teachers with more access to and interaction with experienced teachers.

D. Assumption

A teacher who is granted tenure is an experienced and highly qualified professional educator. Therefore, he or she should be treated as such in all respects. Non-tenured teachers accepted for long-term assignments should be granted the same professional respect.

1. Goals

   a. To give the professional educator a strong voice in all decisions which directly or indirectly affect students and the educational process.

   b. To give teachers a voice, and an active part, in determining professional standards to be used in the granting of tenure and subsequent reevaluation of tenured teachers.

2. Objectives

   a. To strengthen the role of faculty senates and formulate a constitution for the governance of the city schools.

   b. To assure all the teachers a voice in the choosing of textbooks and other course material which he or she uses.

   c. To assure the faculty a strong voice in the selection of department heads, assistant principals and principals, as provided for in the newly adopted rating system.

3. Goal

   To give the teacher more time during the school day for class preparation and consultation with students, parents, other teachers, administrators, etc.

4. Objectives

   a. To relieve the teachers from lunchroom duty, yard duty, corridor patrol, study halls, and all other such duties which are not related to his or her role as a professional educator.

   b. To provide for teachers a comfortable and well-stocked work room equipped with research books, paper, typewriters, mimeograph machines, etc.

   c. To provide for the faculty several small conference rooms equipped with a desk and telephone where they may consult privately with students or parents and other teachers.

5. Goal

   To provide for the classroom teacher, in addition to the basic teaching tools, a wide variety of teaching aids and audio-visual materials and supportive services.

6. Objectives

   a. To provide an audio-visual resource center in each large school and/or in each area.

   b. To assure to teachers a strong role in the development of curriculum and selection of materials.

   c. To provide the classroom teacher with charts, maps, graphs, posters, etc. relevant to the

subject he or she is teaching or to give the teachers an allowance with which to purchase these materials.

7. Goal

To provide for the teacher a pleasant and workable environment both in and out of the classroom.

8. Objectives

a. To repair and maintain all classrooms so that they are a pleasant place in which to teach and learn.

b. To ensure proper lighting, heating and ventilation in all classrooms.

c. To ensure that all classrooms are properly equipped with desks, chairs, blackboards, clocks, window shades, etc.

d. To ensure that basic teaching materials such as paper, pencils, chalk and erasers are readily available to teachers.

e. To provide teachers with clean and comfortable teachers' rooms where they can work or relax.

f. To provide teachers with sanitary and well-stocked rest room facilities.

g. To provide teachers with a comfortable and private lunch area.

h. To allow teachers to leave the school building during their unscheduled periods to go out to lunch, if they wish, or to attend to personal matters.

E. Assumptions

1. That due to the system's habit of awarding good classroom teachers by removing them from the classroom to administrative positions, it is financially unfeasible for many teachers to remain as classroom teachers.
2. It is desirable for skilled teachers to remain in the classroom.
3. Goal

   To devise a way of financially rewarding skilled teachers which will enable them to continue to function as classroom teachers.
4. Objectives

   To study and develop pilot programs for staffing systems which incorporate the "master teacher" or "coordinating instructor" concept, with concomitant changes in the salary scale.

Report of the

Committee on Space

to the

Boston Commission on Secondary Education

March, 1974

Committee on Space

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Committee on Space

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Committee on Space

Interim Report

The Space Committee, a subcommittee of the Secondary School Commission, was created to study the Boston secondary school facilities. The charge of the Committee is inclusive enough to bring under the aegis of the committee all aspects of the school facilities -- population projections, plant capacities, plant conditions, program requirements, alternatives to the present kinds of facilities, etc. The study is made in the context of the existing plans for future school buildings. Future school building commitments have been made for the building of a new Charlestown high school, Southwest I and Southwest II high schools, the first stage of the Campus High Urban Renewal Project at Madison Park in Lower Roxbury (Campus High), an Occupational Resource Center, a replacement for Barnes Junior High School, and the Carter Middle School in the South End. In addition to these new facilities, plans have been made to close six buildings used as high schools and to modernize several others.

This report contains a population projection and an examination of the capacities of existing and future buildings. A series of recommendations are made in the context of the population projections, existing building capacities, and future building plans. These recommendations are based on the comparison and study of these variables. In this report, the "capacity" figure is based in the assumption of a 5-1/2

hour, 5 days a week, seating at any one time and not a potential use of the facilities in shifts or in modification of the school day or year.

Population

School population projection estimates are guidelines for school administrators and the Public Facilities Department that make future planning more than a mere guess. Their uses are dependent on the vulnerability of the premises that were used to establish the figures and recognition of the fallibility of the figures.

In recent years, several population projections have been made for the schools of Boston. Had the Commission's task been just to establish a school population projection, a major effort would have been made in this endeavor. But, because of the existence of other population projections and the major task of the Commission not being another population projection, the Commission bases its population projection on three other studies.

A consultant, Peter Capernaros of Educational Planning Associates (i.e., Volume IV, Section II), used three recent population projection studies to establish an independent population projection for the use of the Commission. The names of three studies and a summary of their results is as follows:

Advanced Planning Di[illegible] [illegible] Enrollments

Projections 1970-7[illegible]

Actual Grade 9-1[illegible] Enrollment, 197[illegible]		Projected Grade [illegible]	Rate of Change from 1973 to 197[illegible]
Public	23,6[illegible]	[illegible]	[illegible]%
Non-public	9,3[illegible]	[illegible]	[illegible]%
Total	32,9[illegible]	[illegible]	[illegible]%

*These figures are extrapolated from the [illegible]

Bra[illegible] Community Renewal Program Research Department, "Projections

of Secondary [illegible] Population in Detroit for 1980 and 1990,"

1973.

Actual Public & Non-public Enrollments, 1972-73		Projected Population	Percent Change from 1973 to 1980
Grade 7-8	16,2[illegible]	[illegible]-[illegible]	16,[illegible]	[illegible]%
Grade 9-12	32,9[illegible]	[illegible]-[illegible]	32,[illegible]	[illegible]%
Total	49,1[illegible]		62,[illegible]	[illegible]%

George J. [illegible], "The Role of Non-Secondary School Facilities,

1973 Budget, Appropriations, 1975

Actual Public & Non-public Enrollments, [illegible]	[illegible] Public & Non-public Enrollments [illegible]	Percent Change from 1973 to 1980
Grade 7-8	[illegible],2[illegible]	[illegible],[illegible]	[illegible]%
Grade 9-12	32,9[illegible]	[illegible],[illegible]	[illegible]%
Total	[illegible],[illegible]	[illegible],[illegible]	[illegible]%

[illegible] the projections [illegible] these [illegible] weights and a simple

2 [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

were made [illegible] [illegible] [illegible] [illegible] [illegible]

to establish a modified population projection. The modified population projections are as follows:

Actual Public & Non-public Enrollment, 1972-73		Projected Public & Non-public Enrollment, 1980	Percent Change from 1972 to 1980
Grade 7-8	19,200	14,900	-22%
Grade 9-12	32,943	32,400	- 1%
Total	52,143	47,400	- 9%

This total figure, public and non-public enrollment, is adapted to express the enrollment in the public schools of Boston. The determination of the portion of students enrolled in the non-public schools (for Boston virtually all non-public school students are attending parochial schools) is the most crucial single factor affecting the population projections. To establish the non-public school figure, assumptions are made -- there will be a continued attrition in pupil population of parochial schools during the seventies, and at grades 7-8, an 82-18 percent split between public and non-public enrollments in 1980 will exist, with an 80-20 split at grades 9-12.

Making the adjustments for the public, non-public split, the 1980 grades 7-12 enrollment projections are as follows:

	Actual Enrollments, 1972-73		Projected Enrollments, 1980-81	
Grade 7-8				
Public	13,580	(71%)	12,218	(82%)
Non-public	5,620	(29%)	2,682	(18%)
Subtotal	19,200		14,900	

	Actual Enrollments, 1972-73		Projected Enrollments, 1980-81	
Grade 9-12				
Public	23,639	(72%)	25,920	(80%)
Non-public	9,304	(28%)	6,480	(20%)
Subtotal	32,943		32,400	
Public Total Grades 9-12	37,219		38,138	

These figures, established by the consultant to the Space Committee, indicate that by 1980 the Boston public school grades 7-8 enrollment will have decreased by about 1,400 pupils, while the grades 9-12 enrollment will have increased by about 2,300 pupils. An overview of this projection indicates that although there is a substantial increase in the high school population, it is offset by a decrease in the 7-8 grade enrollment with a net increase in the secondary school population of about 1,000 students. Also, present trends indicate a continual drop in the elementary school enrollment.

Enrollment figures for 1972-73 were used as base line data to establish the projection for 1980. The latest enrollment figures for 1973-74 indicate a drop in enrollment far more than anticipated. The 1972 total enrollment is 95,615 and the 1973 total is 93,647, a drop of 1,968. This is the result of a loss of approximately 3,000 white students and a gain of approximately 1,000 black students. Given this fact, the Space Committee feels that the population projection of 32,400 secondary students, established by the consultant,

is a maximum figure. This figure may be used as the upper limit of secondary school population, and future plans for the secondary schools may be safely made within this figure.

The Boston School Committee has established a policy of moving to a K-5, 6-8, and 9-12 grade structure. Therefore, by 1980 the secondary schools should include grade 6. With this in mind, the consultant established a 1980 grade six population projection of 5,750. An additional correction is made to allow for the children with special needs who are presently not counted in the enrollment figures used as a basis of the projections. The assumption is made that this group will remain about the same size with a 1980 population projection for grades 6-8 of 500 and for grades 9-12 of 250.

Thus, the 1980 total projected enrollment for grades 6-8 is the sum of the projected enrollment, the children with special needs, and the grade six projection which gives a total of 18,468. The total projected enrollment, including children with special needs, for grades 9-12 is 26,170.

Middle Schools

The determination of the seating capacities for the 7th and 8th grade students in the Boston schools is made extremely difficult because of the variety of intermediate grade facilities. Fifteen junior high schools house grades 7-9; five middle schools house grades 6-8; eleven elementary schools house grades 7 and 8; and two high schools house grades 7 and 8.

For the purpose of this study, only those facilities now designated as junior high schools or middle schools are used to project a seating capacity.

The projected 1980 population figure for grades 6-8 is 18,468. Since the students enrolled in the 7th and 8th grades of the two Latin schools will be considered here in the analysis of the high schools, the intermediate grades (grades 6-8) population can be reduced by the 7th and 8th grade Latin school enrollment. In December of 1973, the total 7th and 8th enrollment at the two Latin schools was 1,031; therefore, an intermediate grade projected enrollment figure of 17,468 is used in this study.

At present, three school building projects are planned for the intermediate grade level -- the replacement of the Barnes Junior High School in East Boston, the completion of the renovation of the Cleveland Junior High in Dorchester, and the construction of the Carter Middle School in the South End. Renovation of the Cleveland is proceeding on schedule, ground has been broken for the Barnes, and the Carter School is in the final design stage.

A graphic comparison of the intermediate school enrollments and capacities is as follows:

Table I

Enrollments and Capacities (Including Planned Capacity)
of Junior Highs and Middle Schools

School	Enrollment		Capacity
	72-73	73-74	E.P.C.
Joseph Barnes Jr. High	688	571	1,100[1]
Grover Cleveland Jr. High	1,189	1,215	1,200[2]
Mary E. Curley Jr. High	1,019	994	1,082
Thomas A. Edison Jr. High	638	721	780
Clarence R. Edwards Jr. High	618	568	670
Patrick F. Gavin Jr. High	1,453[7]	1,268	1,120
Oliver W. Holmes Jr. High	747	620	588
Washington Irving Jr. High	1,232	1,152	1,230
Solomon Lewenberg Jr. High	804	835	901
Michaelangelo Jr. High	195	270	334[3]
William B. Rogers Jr. High	1,188	1,101	1,128
Robert G. Shaw Jr. High	792	571	850
William H. Taft Jr. High	513	482	540
James P. Timilty Jr. High	649	563	642
Woodrow Wilson Jr. High	997	910	1,068
Martin Luther King Middle School	682	704	1,010
John W. McCormack Middle School	327	699	892[4]
Frank V. Thompson Middle School	616	634	774
Lewis Middle School	409	402	486
Theodore Roosevelt Middle School	205	178	390[5]
Carter Middle School (planned)	-		700[6]
	14,958	14,458	17,482

The column labeled "E.P.C." lists the capacities compiled by the Educational Planning Center in allocating 30 students to a classroom. This figure is designed to measure overcrowding.

[1] Planned capacity of Barnes replacement
[2] Planned capacity after completion of modernization project
[3] Presently houses grades 1-6 and a children with special needs program
[4] Presently houses grades 4-8
[5] Presently houses grades 1-8
[6] Planned capacity
[7] Figure includes students at Dean & Hart

Table II

Total projected 1980 intermediate school population (grades 6-8 population less 1,000 Latin School students)	17,468
Existing seating capacity plus planned buildings to be constructed	17,482
Excess Intermediate School seats	16

The Space Committee has not made an intensive study of the space available in the intermediate school facilities, but does feel that a study of these facilities is a high priority item for future Commission activities. A thorough study of the intermediate school facilities must be made, and based on the study, recommendations for individual buildings must be developed. Even without this intensive study, comments about the intermediate facilities can be made.

From the indication of the decrease in the intermediate school population in the next decade and the indicated

excess of 16 seats, it seems unnecessary to initiate a building plan for the intermediate grade level. Statistically, this position is justified, but it does not take into consideration other variables -- building location, building adequacy, building condition, programmatic changes and the effect of the State Plan on Racial Imbalance.

Although adequate seating capacity exists, the seats are not distributed in relation to the population needs. An outdated (February, 1972) study done by the Educational Planning Center of the School Department shows the need for several hundred intermediate school seats in various area superintendencies. An intensive study of this problem must be made before meaningful recommendations can be made.

An associated problem with the distribution of intermediate school facilities is the problem of the housing of intermediate grades in elementary school buildings. These facilities are in violation of the School Committee goal of a K-5, 6-8, 9-12 grade structure and the State Plan of Racial Imbalance. In and of itself, this problem is a major concern. The problem is not one that is easily resolved but requires careful analysis and planning.

The age alone of some of the intermediate school facilities indicates the need for replacement. Replacement of facilities because of age is a concern that needs constant monitoring. The Oliver Wendell Holmes, Michaelangelo, William Barton Rogers, and the William H. Taft are schools that are in this category.

Other facilities require modernization because of their poor physical condition and/or programmatic changes that require structural changes.

High School

By comparing the projected population with the capacities of the present and planned high school, an analysis of the high school facilities can be made.

At the present time there are seventeen high schools operating in the city of Boston. Several are scheduled to close in the near future, most are operating over capacity, six contain only grades 10-12, and, with the exception of the new English High, the remaining buildings need to be modernized to make them conducive to conducting a viable high school program. Considering these factors with an attempt at correcting the inadequacies and allowing for the opening of the proposed new high schools, a need for over 6,000 secondary school seats will still exist by 1980. Making recommendations for the facilities to service this need of 6,000 seats is complicated by the imposition of the State Plan for Racial Imbalance.

The State Plan is to be implemented in September of 1974. A number of facets of the plan severely affect the high school facilities capacities. Imposed on the school system, with the exception of the two Latin Schools, is an immediate change to the K-5, 6-8, 9-12 grade facilities structure. To accomplish this grade structure plan, three high schools are

to have annexes. Setting aside these problems for now, an investigation of the seating capacities can be made.

A graphic view of this seat need is shown by the following tables:

Table I

High Schools to Be Closed in 1970s

School	Enrollment	
	October, 1972	October, 1973
Boston High	636	589
Charlestown High	1,038	1,111
Girls Latin	1,190	1,160
Jamaica Plain High	659	786
Trade High	755	684
Girls High	423	676
	4,701	5,009

Table II

Enrollment and Capacities of the High Schools to Be Retained

School	Estimated Capacity			Planned Capacity	October Enrollment	
	H.M.	E.P.A.	E.P.C.		1972	1973
Brighton High	1,000	1,000	1,290	1,000	1,393	1,448
Copley Square High	350		350	300	513	507
Dorchester High (includes annex adjacent to school)	1,450	900	1,543	1,200	1,643	1,511
East Boston High	1,300	1,300	1,326	1,300	1,383	1,359
Hyde Park High	1,250	1,100	1,580	1,100	1,741	1,623
Jeremiah E. Burke High	1,000	950	1,200	1,000	1,061	1,345
Boston Latin (includes 7th & 8th grades)		1,800	2,400	1,800	1,938	1,976
Roslindale High	1,000	800	1,255	700	1,498	1,504
South Boston High (does not include "L" Street Annex)	1,400	950	1,105	1,000	2.185	2,193
Technical High	1,400	1,700	2,340	1,700	1,936	1,676
English High	_____	1,300[1]	630[1]	2,000	1,196	812
		11,800	15,019	13,100	16,487	15,954

[1] Capacities for the old building demolished in 1973

The columns labeled H.M. and E.P.A. are the suggested capacity given by the Headmaster of the building, and Educational Planning Associates, respectively. The E.P.C. column contains "emergency" capacity figures designed to measure degree of overcrowding. The Planned Capacity is the capacity suggested by the modernization program of the Public Facilities Department. A comparison of these capacity figures, derived from different sources, indicates a substantial agreement.

Table III

Planned Construction of New High Schools

School	Planned Capacity
Occupational Resource Center (ORC)	2,100*
Campus High Phase I	2,500
New Charlestown High	1,000
Southwest Central	
West Roxbury Part I	1,200
Forest Hills Part II	1,200
	8,000

* This capacity figure is a seating capacity at any one time and not the potential number of students able to use the facilities as programmatically conceived.

In order to compare the high school projected population with the seating capacity, an allowance is made for the approximately 1,000 students in 7th and 8th grades at the Latin schools. This gives a 1980 high school projected population (including the 7th and 8th grades at Latin and the children with special needs) of 27,170.

Table IV

Total projected 1980 high school population	27,170
Existing seating capacity plus additional new school construction (13,100 + 8,000)	21,100
Needed High School Seats	6,070

Population Summary

An overview of school population projections indicates a peak of population in the late seventies. At this time, the high school, grades 9-12, will be at a peak of population; this population peak will have passed through the intermediate grades, grades 6-8. The elementary school, grades K-5, population will most likely be less than the present figure of 58,000 because of the declining birth rate.

The number of students in grades 7 to 12 in 1973, compared with the projected 1980 figure, is an increase of approximately 1,000 students. This figure contrasts sharply with the projected need of over 6,000 secondary school seats needed by 1980. The need for the seats is due to previously committed plans:

1. the School Committee's policy of K-5, 6-8, 9-12 grade facility structure, which will require all the 9th grades to move into the high schools;
2. the plan to close at least six high school buildings;
3. the plan to renovate the remaining high school buildings, not including the English High School.

At the start of the Commission's activities, substantial control of implementing these plans, that led to the need for 6,000 seats, was in the hands of the School Committee. The imposition of the State Plan for Racial Imbalance has taken such control of these plans away from the School Committee. A well-ordered schedule must now be set in the context of having a K-5, 6-8, 9-12 grade facilities structure in September, 1974. The schedule will now be more dependent on a school construction timetable than on the decisions of the School Committee.

Overview of High Schools

The Boston school system has never had a true comprehensive high school in the sense of one school for all the children of all the people. Students who fell in the upper segment of the intelligence curve went to the Latin schools and regretably all too often a major portion of the lower segment went to the Trade Schools.

There was also another difference well understood by those who grew up in Boston and went to high school there between World War I and the Korean conflict. The city-wide, in-town schools -- English, Girls, Technical (Mechanic Arts), Commerce and even Trade -- were considered more prestigious than the district high schools-- Charlestown, East Boston, South Boston, Roslindale, Hyde Park, Brighton and Jamaica Plain. The reasons are varied and somewhat obscure -- one, no doubt, was that the in-town schools were segregated by sex and --

ipso facto -- were able to concentrate on the real purpose of education. The larger all male student body also lent itself to athletic superiority as compared with district teams. In any case, students and, to a lesser extent, parents were accustomed to rank Boston high schools in order of prestige and invariably district schools were at the bottom of the list.

Parents often thought that the facilities of the in-town schools were superior, but the profession knows that this was a myth; all teachers come off a competitive list and go to the next vacancy. The situation has changed somewhat in the past ten years. The in-town schools have become less desirable, perhaps largely for racial reasons, and the young people who used to go in town now go to the local high school. This factor plus the increase in tuition in Catholic high schools has led more and "better" students to go to the district high schools. Thus today, the district high schools are approaching the academic and athletic level that is expected of a solid high school, subject still to the drain by the Latin schools, Technical, and the "better" Catholic high schools.

Viewed with educational alarm is the prospect of setting up magnet schools -- in the sense of city-wide student bodies -- for fear that this will result in the district high school reverting to second-class status. We feel that there are some answers that will preserve the best of both the magnet schools

and the district schools. Resource centers, magnet resource centers and magnet schools with a local core student body are examples of alternatives to the magnet school. Variations on these concepts are also possible.

In a general sense the answer might be in a resource center where specialization to a high degree is possible and where the central location makes it relatively easy for anyone in the city to attend. Highly specialized education would be given at the centrally located facility, and the local high school (home base school) would provide the other educational and service needs. Students would be enrolled in their home base school and be provided with transportation to the various magnet resource centers. Such a plan would provide many of the advantages of a magnet school without drawing the talent from the local area. Resource centers imply a different daily time schedule, flexibility for change each marking time, and shuttle transportation to minimize time loss.

An Occupational Resource Center that would provide vocational-career education for all the interested students of the city is a prime example of the resource center concept. Services and apprenticeship-type training would be carried on in grades 11-12 while exploratory-type education would be the rule for grades 9-10. Such a center may not fall within the 8:30 - 2:30 school day, but would adjust its curriculum and hours as needed. Business education, except for the most advanced type, would remain in the local school.

The Boston Business School might well be included in the ORC complex. Students would register and be considered as belonging to their local home school. Shuttle transportation would allow relatively easy interchange of students. The ORC would have no student body as such.

Another possibility is a magnet school with a core of local students as a permanent student body. A limited number of students from the nearby area would be enrolled as regular students in the magnet school building or complex. This would be their home school with a full curricula program. Students from all over the city would come to participate in the special magnet program offered by this school. However, they would be, in a sense, visitors who belonged to their home school. Presumably, the percentage of resident students and visitors would have to be closely regulated in order to provide the optimum need.

The resource center proposal envisions a centralized location(s) for the magnet schools. However, a diversified program is possible with the utilization of existing high schools (or their successors). Magnet programs can be developed in each school making use of the local opportunities. Such programs -- East Boston, airport; Jamaica Plain, arboretum; South Boston, ocean; Burke, zoo; Girls, hospital; etc. -- would be open to students from all over the city. This looks very attractive. However, experience with enrollment in the current

industrial cooperative programs may lead one to question whether it will really work.

Recommendations

Resource Centers:

It is the recommendation of the Space Committee that resource centers be established to provide for a substantial part of the space for the over 6,000 projected secondary school seats that will be needed in 1980.

The recommendation is not an unqualified one, but is limited by the following constraints:

1. Program schedule of home base schools will require changes, perhaps even to the extent of dividing the school year into terms.
2. The mechanism a student uses to make an option for the use of a resource center must be a general selection method and not one adapted for each individual program. That is, the selection of an option at the ORC must be done in the same manner that a student body now uses to make the selection of English or physics.
3. Transportation means must be a factor of consideration in the establishment of a resource center.
4. A special effort must be made to establish a mechanism for communication and cooperation between the home base schools and the resource center.

Future work of the Commission ought to be activities that will seek the reduction of the influence of the constraints on

the establishment of resource centers. A pilot program should be established by the Commission to work out the problems imposed by the constraints. Activities of the Commission could then focus on the inherent problems of the pilots. In this way, the pilots would offer a model to test theories and the opportunity to suggest alternatives.

Implicit in the recommendation of the use of resource centers is the modification of the school day. Pilot programs could be established to study the feasibility of the use of the centers after the normal school day. Students enrolled in a day school could select an option of the use of a resource center from three o'clock in the afternoon to the early evening hours. Students may want an option of a holiday or Saturday class or class during school vacations. This expanded use of resource centers may be sufficient alone to justify their creation.

Occupational Resource Center:

It is the recommendation of the Space Committee that the Occupational Resource Center should be the first priority of the secondary school building program. This center is a specific example of the type of center previously recommended.

The school department has long advocated the building of an ORC. The building of an ORC is a specific recommendation of the Space Committee. The location of the ORC is the concern. The Public Facilities Department has selected the Campus High site for the location of the ORC. The Space

Committee feels the Campus High location is acceptable provided assurance of the demonstration of a solution to the transportation problem can be given and the resolution of other problems such as land acquisition can be given.

The nearest MBTA station is the Dudley Street Station. This station is inadequate to service Campus High and/or the ORC. Publicly announced new master public transportation plans indicate a relocation of the Dudley Street Station. The relocation is to place the station contiguous with the Campus High site. Investigation of the transportation facilities must be made to insure the new MBTA plans are consistent with the proposal of the ORC.

Examination Schools:

Boston has a long tradition of elite schools: Boston Latin and Girls Latin Schools. They have built a reputation for scholastic achievement that is recognized throughout the nation. Less well recognized, but probably fully as important in the long run, the schools have been open to anyone who can prove his worth, with the result that they have been, over the years, an attraction for Boston students who have survived the rigors of their curriculum and have gone on to become "successful." The Latin schools are true examples of the term "meritocracy."

The Latin schools offer a six and a four year program. The six year program is carried over from the traditional English grammar school with its six forms. The four year

program is a concession to the American high school. At Boston Latin both groups are melded at the beginning of grade 11. Some subjects, beginning languages for example, A (six years) and B (4 years) are mixed in the freshman year. Girls Latin waits until grade 12 before combining the two groups. The existence of two groups does have an effect on student body morale since one group feels somewhat "superior" to the other.

There is no doubt that the Latin schools have drained off most of the "best" students whom one would expect to go to the local high school. A survey of CEEB scores will confirm this. It is also a problem (although somewhat lesser since some wait until grade 8 to go) for the junior high schools or grammar schools with grade 7 and 8, since many of the "best" go to Class VI. In a similar manner, Technical High drains off the students from the 9th and 10th grades of the local high schools.

Should the Latin schools be continued? There is educational evidence to support the concept and there is educational evidence to oppose the idea. In any case it is unlikely that any political body, including present or future School Committees, however organized, would care to vote them out. Further, there is the argument, talk and perhaps some evidence, that the attraction of the Latin schools is a detriment to the "white flight to the suburbs."

In the context of the continuation of Latin schools, questions can be raised. How large should the student body be? Where is the best location for both schools? Given a middle school grade structure within the city, what grades should be in the Latin School? Does a problem of sexual segregation exist? Should the size of the Latin schools' student body be determined by the capacity of the facility?

The present combined grade 9-12 enrollment of boys and girls in the Latin is 2,049. The capacity of the boys Latin building is about 1,800. This facility could be used for a combined 9-12 Latin School, if no provisions were made to house the 7th and 8th grades (class V & VI) in the building. With an addition to the present building, it may even be possible to house both Latin Schools, grades 6-12, on the Avenue Louis Pasteur site.

If the 7th and 8th grades were closed out, the students would remain in their local junior high - middle schools until the completion of grade 8, take the Latin school examinations, and enter in grade 9. Would the potential Latin school students suffer by remaining in the local schools for two more years? This may mean that an extention of the present advanced work classes to the 7th and 8th grades, in the local schools, may be warranted.

Another option would be the creation of a Latin middle school to house grades 6-8. This option would be consistent

with the grade structure policy of the rest of the city. Left open for discussion is the location.

If the two Latin schools are to remain six-year schools at the present enrollments or greater, it may prove necessary to continue two separate school buildings as now. In this case the city should be divided arbitrarily by geographic lines to insure balanced student bodies of equal size.

It is the recommendation of the Space Committee that an intensive study of the examination schools be a component of the Commission's second year activities. In particular, a study of the Latin schools should be made in order to prepare recommendations, at least, in answer to the questions raised here.

New Construction:

Of no less importance, but by necessity of a lower priority, are the concerns and recommendations the Space Committee has for alternatives to the construction of new school facilities and the influence of politics on the school system.

It is the recommendation of the Space Committee that a moratorium be placed on the construction of any more new high schools, with the exception of those schools for which commitments have already been made. The moratorium can be recommended because the needed seats can be provided in alternative ways to new construction. The moratorium is needed to prevent any unnecessary increase in the capital

debt and to prevent the removal of any more property from the tax rolls.

The moratorium is not an extreme position under existing conditions. The state imposition of a 9-12 grade structure in all high schools by September, 1974, creating high school annexes; the planned closing of the Girls Latin school building, presenting a housing problem that must be resolved; and the problem of existing overcrowding of Dorchester and South Boston Highs, perhaps implying the need for a new high school in the southeast corridor of the city -- all these conditions need to be fully assessed before the construction of another new high school is announced. However, if the School Committee can carefully control the closing of high school buildings, the recommended use of resource centers can prevent the need for seats. After these forces have had their effect on the school system, a more valid review of construction plans can be made.

Although a moratorium on new construction is recommended, an alternative for new schools is the renovation of present non-school buildings. Through the efforts of the Director of Public Facilities, legislation has been passed which allows state reimbursement for school construction to be applied to the remodeling of buildings not previously used as schools. In Boston, the School Department has had more than satisfactory experience with this kind of construction -- Copley Square High, Boston High, and South Boston High Annex.

The added incentive of reimbursement requires a more intensive consideration of this type of construction.

Another way to provide seats without new construction is joint occupancy: a school within a commercial, residential or industrial building. The location of a business resource center in an insurance company or bank building is an example of joint use of commercial space. Consideration can be given to the requirement that any public supported construction projects be required to supply school space. A specific of this is to require school space be allocated within the Park Plaza Project. This idea can be extended to the use of vacated government properties like the Charlestown Navy Yard.

Cooperating Agencies:

We who worked on the Space Committee felt there was excellent cooperation among the various members who represented the School Department, the Mayor's Office and Public Facilities Department. The give and take in the meetings was carried on in a thoroughly professional, yet friendly, manner that led to mutual respect for the other's opinions. The Space Committee is not certain that this spirit is found in the higher, more political, echelons of the School Committee, Mayor's Office or State Board of Education. Specific plans for fulfilling space needs seem to be published without due consideration for professional and community opinion.

It is the recommendation of the Space Committee that the Commission undertake a study of those actions, agencies and

events required for planning and construction of a new school facility. A primary aim of this study is to disseminate to the general public knowledge of this process and the involvement required of the different agencies: the state in the Board of Education and its School Buildings Assistance Bureau; the city in City Council, Mayor's Office and the Public Facilities Department; and the school in the School Committee and the Superintendent. Superimposed on these agencies are the restrictions of the state law on racial balance.

Report of the

Committee on Options and Alternatives

to the

Boston Commission on Secondary Education

March, 1974

Committee on Options and Alternatives

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Committee on Options and Alternatives

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Report - Committee on Options and Alternatives

I. Statement of Purpose and Procedure

A. Purpose

The purpose of this committee is to identify programs of instruction or study which offer meaningful, feasible options to the most diverse groups of Boston learners and to offer the priority that should be given these programs.

These options should be programs which meet the needs and interests of Boston learners for self-development; for further or continuing study beyond the 12th grade; and for preparations for regional employment.

B. Procedure

The following is the procedure adopted by committee. The identification of existing programs was considered to be crucial to the establishment of its work on a solid basis of knowledge concerning what was presently going on in the system.

1. Identify existing programs.
2. Identify alternatives from range of programs currently on-going in other larger cities.
3. Summarize higher educational trends in Greater Boston, 1970-1985.
4. Project work force trends for Greater Boston, 1970-1985.
5. Synthesize 1-4 and fix priorities on program.

Data was assembled regarding school program from various school department sources. It was felt, however, that our

work could be better done by visiting the various schools, reporting to the committee and analyzing our findings. It was decided to work first with high school programs.

Reports on 10 of the 17 Boston high schools are included:

1. Boston Latin
2. Boston Trade
3. Brighton High
4. Charlestown High
5. Copley Square High
6. Dorchester High
7. Engligh High
8. Hyde Park High
9. Jamaica Plain High
10. Roslindale High

II. Recommendations

As a general observation the committee feels that there are more programs and options available in the Boston secondary schools than is the public impression. The feeling that Boston programming is rigid and stereotyped is simply not borne out by the facts. Black studies, computer programming and psychology are illustrative of a wide range of courses that are offered in Boston schools. Many people both in Boston and outside of it are not sufficiently aware of the diversity of programs being taught in the Boston schools. However, it should be noted that some programs do not achieve the success that might be expected because they do not have the necessary support or staffing to assure that success. Lack of proper facilities and clerical help often severely handicap an able and willing staff.

Although it did find many good things going on in the Boston system the committee feels that a number of improvements are urgently needed. The following is a series of specific recommendations the adoption of which the committee feels would be helpful to the Boston Schools.

1. A greater range of options should be available to the "general" students.

Although a large number of options do exist in schools, there should be a greater number that have relevance to the "general" student. Many options that may be well-received by some students are often "tuned out" by other members of the student body. Courses that are offered should match student needs and desires. Courses such as "Consumer Economics" at Brighton High School and "Law and Society" at Jamaica Plain High are examples of those that do this quite successfully. An offering, quite appropriate in one school, may be irrelevant in another. There should be a modified balance in the scope and quality of programs offered. In no way is this meant to be an endorsement of a separate, watered-down approach to the education for some of the students but rather it is a caution against the orientation of the school program toward the academically talented at the expense of the needs of the general school population.

It should also be emphasized that there should be a relatively easy crossover between courses so that students in

a general business course, for example, could take a biology course and students in a college course may even be encouraged to take some business education courses.

2. The Copley Square High concept should be expanded.

Copley Square High has proven to be an exciting example of optional education. Its drawing power is clearly evident by the large number of students on its waiting list. Its success indicates that there certainly should be a plan for optional education in Boston. This is not to overlook the fact that Copley as any other alternative school has to face the problem that is common to all alternative schools, of setting and maintaining academic standards comparable to other high schools. Although those academic standards should be high they ought to be different from those in more traditional high schools.

The fact of its small size, its non-school atmosphere and the very fact that it offers a different approach to education are strong factors in its appeal to some Boston students, although there are many who favor the more traditional school atmosphere. Those long waiting lists point out that there is room for other "Copley Square High" type programs in non-school sites around Boston as well as in "school within-school" arrangements with the latter having advantages to those students who would rather attend a district school.

3. Latin School provides a viable type of optional education for some Boston students.

As Copley Square High provides an optional education

for some, so Latin School provides an optional education for others. The large numbers of students competing in the entrance examinations indicate that there is a strong and continuing demand for the traditional, classical education provided by Latin school. Serious consideration should be given to a "Latin School Complex" which would involve the moving of Girls Latin School to the Fenway area having both schools utilize common facilities (i.e., library, media center, cafeteria, etc.). This would enable each school to retain its individuality while continuing to meet the needs of a large group of Boston learners. The addition of Latin school type components in other schools might also be considered in order to accommodate those students who are unable to attend Latin School.

4. Flexible campus programs should be expanded.

There seems to be evident satisfaction on the part of many students and teachers with the flexible campus approach to programming. This is not to say that there are not problems with some aspects of this program, but this concept possesses some exciting potential. This program fundamentally addresses many of the needs and interests of students and therein is the crux of its success.

Some recommendations for improvement:

a. Work experience and volunteer service should have full curricular legitimacy. There are a number of out-of-school activities that students are involved

in that provide the same kind of experiences as the formal Flexible Campus Program and should be credited.

b. The present program suffers from inadequate staffing and the lack of proper facilities. A program that involves such significant numbers of students and has such potential in terms of the educational success of both students and the school itself should be heavily supported. A full-time coordinator in each school with sufficient staff help and proper facilities to do the job is a necessity. He needs a desk, chairs and telephone in appropriate office space to work effectively. His office should also be highly visible as an aid to encourage students to look into and get involved in the flexible campus program. To have such an important program run by a staff member part-time out of a book room and with inadequate servicing indicates a misdirection of priorities.

c. The evaluation of the flexible campus program is very important and it would seem that outside agencies and the non-academic community should actively participate in an evaluative program.

d. The Program should be closely supervised with increased safeguards against the exploitation of the time and effort of the students. All potential outside participants should be carefully screened.

5. Flexible scheduling should be instituted in all secondary schools.

In order to effectively operate flexible campus programs, make use of resource centers and generally allow a wide range of student choice, programs should be flexibly arranged. To attempt to offer such programs without providing the necessary scheduling arrangements would be an exercise in futility. An example of program change that would be helpful would be the dividing of courses into segments with credit given at the end of each segment. This would allow students to move in and out of courses at the conclusion of each segment.

To organize a flexible scheduling system in a school might well require changes in long held concepts as well as a great deal of concerted effort on the part of planners but the result would bring the opportunity for far-reaching educational success.

6. The State Department of Education should take an active interest in those programs that it is helping to support in Boston.

It seems that the State Department of Education pays much closer attention to the state supported programs outside the city of Boston in suburban and rural areas than it does to the program within the city. Boston programs could use the resources and support that the State Department of Education could supply to assist educational programs in the city. A strong commitment of State financial aid to Boston should be made although it should be emphasized that

along with the expenditure of state/federal funds should also come the providing of technical information and assistance to insure the effectiveness of such programs. Any assistance for these programs in a positive sense, that is, a joint effort for the purpose of developing its ability to meet modern day needs, would be desirable.

7. Vocational education programs should be up-dated to meet the changing employment needs in the area.

Quite clearly there should be a match between vocational courses available for students in the city's schools and the type of job opportunities in the metropolitan area. Such a match is essential for the proper capability for employment in meaningful jobs that exist in today's competitive world of work. It is hard to see, for example, how such courses as the cabinet-making course at Dorchester High or the agriculture course at Jamaica Plain High relate to priorities in the employment field of today. Boston's vocational programs should be designed to reflect employment trends, and periodically these programs should be re-examined in the light of the then currently existing employment situation.

8. Pupils in the co-operative vocational programs should be given their diploma upon successful completion of their four-year course.

At present, vocational education students in the co-operative program are given a certificate at the end of the fourth year and have to await the successful completion of a fifth year program before they can receive a diploma.

This arrangement poses definite problems. There is the danger that an employer might have too great an influence on the student's reception of a diploma at the end of the fifth year. Also, the requirement of a fifth year greatly increases the possibility that the student will not finish his requirements for the diploma and be subject then to the consequences of not being a high school graduate. That can be disastrous for his future employment. A program modification should be undertaken, then, to allow these cooperative vocational educational students to complete their work in four years as do their classmates.

9. Equal educational opportunity should be afforded in all programming.

Programs should be organized so that they are available equally to all students regardless of race, class or sex. A problem in equal educational opportunity is in the area of sex discrimination in industrial arts, home economics and vocational education courses. It should be made easy, for example, for a girl to take a course in electronics or a boy to take a course in child development. Traditions and stereotyping are hard concepts to break so therefore a concerted effort should be made in program-making so that equal opportunity should be available for girls and boys to take advantage of programs offered. Support for all programs both those in the curriculum should be on a non-discriminatory basis.

10. A better ethnic mix in staff composition should be sought as an aid to stronger programming.

Although the school department has greatly stepped

up efforts in this area more minority staff would seem desirable. The presence of more black teachers, for example, in schools that have a large number of black students would probably aid greatly in the believability and meaningfulness of the programs offered. Student confidence and self-image would probably be affected positively. The responsiveness of the bilingual students at Jamaica Plain High may be cited as an example of this.

11. <u>The multi-lingual base of the city should be recognized in the language offerings in the school</u>.

This is best illustrated by the growing influence in Boston of Spanish as a language although it should be acknowledged that there are significant numbers of students who are dependent on other languages such as Italian, Chinese, and French. The rapid rise in the number of Spanish speaking Bostonians indicates that the schools should provide Spanish language courses so that everyone will have the opportunity of learning a language that might be useful to his social or business life at a later date.

Every possible assistance should also be given to the English as a Second Language and the Bilingual Programs which are providing a valuable service to many students but with limited funds. Again, the state is derelict in mandating a program without proper financial support. An expansion of such programs would seem to be a strong priority.

12. Students and parents should be involved in the development of curriculum changes and in the setting up of extra-curricular activities.

In the development of curriculum the needs and desires of the student population should be seriously considered. Programs should not be developed in a vacuum. They should be responsive to those who are involved in them. At the present time the amount of student input seems to vary from district to district. Some schools seem to be more cognizant of the importance of this than others. In some schools staff members try to assure student participation in organizing programs and activities. A uniform mechanism to secure this participation would be beneficial to all.

13. Guidance departments in all secondary schools must be comprehensively supported.

A priority should be given for clerical assistance to school counselors. The personnel of the guidance departments should have time available to work productively with the students and they should not be tied down with work that can be better and more effectively done by supportive staff. Such routine work as handling record requests and providing job recommendations can be basically handled by clerical assistants, thus freeing the guidance counselors for more direct service for students. The present lack of any clerical or secretarial help imposes too great a burden on the counselors. Pupil-counselor ratios of 300 or 400 to 1 are unrealistic and should be revised downward. The use of senior students for

peer guidance would help in this situation but should in no way be considered as a solution to the problem.

14. The work of guidance counselors should be equitably directed toward all the students for whom they are responsible.

Too often guidance counselors spend a disproportionate amount of time with college oriented students. Granted that there is a great deal of work involved in assisting college bound students prepare for college entrance, but adjustments should be made so that a counselor is able to deal with the problems of the non-college bound student. The strong current of public pressure on schools to be competitive regarding the admittance of its graduates to college should not result in damage to the guidance department's ability to service the general school population.

The student should have all possible assistance to learn about and be counseled concerning the various options that may be open to him. The classroom teacher with his constant contact with students can also be a valuable resource for this. A guidance department should be geared to offer strong educational and career counselling and it should devote a great deal of its time and resources to support such an endeavor.

15. Community and junior colleges should be recognized and advocated as an outlet for the furtherance of education for some of the school population.

The community and junior colleges provide a vast resource for knowledge and skills that ought not to be neglected by Boston students. Many graduates do not attend four-year

colleges for various and sundry reasons. Guidance counselors should take the initiative in encouraging such students to avail themselves of the developing junior college situation in the Boston area.

III. Proposed Program for the Second Year

There is a great deal of unfinished business that the Committee feels should be attended to as a part of a second year program. They include those projects which are part of its original work plan but which have not yet been sufficiently examined: a study of the programming on-going in other urban areas; a study of work force and higher educational trends in the Greater Boston area; and a study of the critical but often neglected middle school/junior high area.

It should be noted that to assist the committee in its work a five year follow-up study would provide significant information that is not now available regarding Boston high school graduates.[1] Such a study could tell us a great deal about the effectiveness of Boston programming. Although it would be costly, the information to be gleaned would justify the expenditure of time, money, and effort that would be necessary in such an undertaking.

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[1]The Department of Vocational Guidance of the Boston Public Schools does publish follow-up studies completed one year after graduation. See appendix for the follow-up study of the class of 1972.

There are also some specific problems that have come to the attention of the committee but any recommendations concerning them would have to await further study. Such problems include the whole question of secondary school operating procedures insofar, for example, as they allow consistent credit to pupils who might transfer from one school to another; the proper dissemination to both teachers and students throughout the system of information concerning programs which might be useful in their work; the possibility of modifying the school day so that students can attend school at a time that is more conducive to their needs; and the adoption of a year round school concept.

In conclusion, the committee would urge that second year foundation funding, besides being available to support a continuing study of the Boston schools be also used to assist in the implementation of recommendations, to encourage experimentation in changing instructions, and to establish in a school an exemplary guidance program. Such testing of ideas can prove to be of great assistance to the Boston schools.

Appendix A

Individual High School Reports

1. Boston Latin
2. Boston Trade
3. Brighton High
4. Charlestown High
5. Copley Square High
6. Dorchester High
7. English High
8. Hyde Park High
9. Jamaica Plain High
10. Roslindale High

The following reports are the work of the individuals cited, and they do not necessarily reflect the view of the Committee as a whole.

The Committee would like to express its gratitude to the headmasters, staff members and students who have assisted us in our school visitations. Our thanks is extended also to the members of the various administrative departments for their help in providing information that was very useful to our study.

PROGRAMS AT BOSTON LATIN SCHOOL

by

K. Marie Clarke

January, 1974

(Report to the Committee on Options and Alternatives
of the Boston Commission on Secondary Education)

PROGRAMS AT BOSTON LATIN SCHOOL

School: Six year preparatory; admission by examination only; enrollment 1973: girls 22, boys 1,751, must be Boston residents.

Class Explanation: Grade 7 - Class VI; Grade 8 - Class V; Grade 9 - Class IV; Grade 10 - Class III; Grade 11 - Class II; Grade 12 - Class I.

Examination: Secondary School Admission Test in January. In 1972, approximately 4,000 candidates examined and 400 accepted:

1973 Candidates Examined	Accepted		
Class IV 1,304	Boys 59 Girls 31	Total	90
Class VI 1,874	Boys 285 Girls 105	Total	390

Beginning in 1973, 84 seats held in Latin's (52 B.L.S. - 32 G.L.S.), for students who would not otherwise qualify. They are below cut-off score in examination; their identities remain secret; program will be evaluated at end of three years.

Graduate Placement: 100% to 4 year colleges

Socio-Economic: All areas of the city are represented by pupils from a variety of economic levels. 90.99% white; 8.50% non-white; .51% Spanish surname.

Physical Plant: Size and physical plant inadequate; stark contrast between areas painted and repaired and those undone. Department Head offices in storerooms, every inch of space utilized.

Faculty: Age: 19 20-30 yrs. 24 50-60 yrs.
33 30-40 yrs. 9 60-68 yrs.
26 40-50 yrs. almost half under 40

Security: Security program in effect since 1968.

Curriculum: Standard college preparatory in liberal arts tradition: 4 years English; 3 years French or German; 3 years math; 3-5 years Latin; 1 year biology, 1 year civics, 1 year U.S. history, *chemistry or physics.
*Science elected in grade 10 must be continued in grade 11. Required subjects, with exception of English and U.S. history, can be completed by junior year and a wide variety of electives and advanced placement courses available to supplement standard program.

Curriculum: Changes in the past three years: Introduced computer programming (primary and advanced), typing, new art courses, advanced placement art, revitalized music program, advanced placement music, field studies at aquarium, art and science museums; increased advanced placement courses from 9 to 11, flexible campus introduced.

Curriculum changes contemplated next three years: Spanish, enrich curriculum via study periods, courses in principles of democracy, and speed reading.

New and Innovative:

1. Enrichment Speaker Program - 113 speakers: political, economic, social, religious, medicine, music, and art and subjects discussed at assemblies with students who have the aptitude and talent in these areas.
2. Remedial Physical Education - for shy, overweight, uncoordinated, introverted students. Weight training machine for 15 students at a time, selected by physical education teacher. Program not corrective but adaptive, pupils acquire new strengths and confidence in socialization with peer groups.
3. Dramatic Society - will present play.
4. Mayors Bicentennial Program - B.L.S. participants representing Area VI.
5. Flexible Campus Phase II - off campus January 2 - May 15. Available to seniors with good conduct and parental consent. Academic credit pass/fail. Term paper and supplemental reading required in

U.S. history and English. Students must report to coordinator bi-weekly; certain agencies reimburse for lunch and transportation; may result in eventual hiring of students by host agency.

Internship programs available in cultural, business, social service, tutoring, and government service. Courses include: criminal justice, engraving, genetics, flight simulation, photography, Near East archeology, tele-medicine, ecology, bio-photography, dentistry, accounting, banking, etc. Research aids to Representatives, Senators, and City Counselors. In many cases students are assigned to more than one position; i.e., 226 seniors involved in 364 slots - 12 not involved, total 238 seniors (1973 figures).

6. Advanced Placement Courses (21 Classes) are offered in: English, Latin, French, German, European history, mathematics, AB and BC (both differential and integral calculus), physics, chemistry, biology, American history, art, music.

Class of 1973	CEEB Advanced Placement
166 Candidates	269 Exams; 171 scored 3 or better

7. MIT High School Studies Program

Boston Latin School students actively participate, as teachers and students, in the MIT High School Studies Program.* Prospective teachers must submit a course outline and be interviewed by MIT. If approved, they prepare their own lesson plans and are totally responsible for the presentation of their subject. Classes meet Saturdays for two-hour sessions; each semester lasts 10 weeks. Among the subjects taught are: mechanics, biology review, and literature (subjects very diversified).

At the conclusion of each semester the teachers are evaluated and rated by the students (their peers).

*12 Boston Latin School students taught in the Fall Semester.

Guidance Department: Six counselors, each responsible for 1/6 student body, assigned according to grade (case load 314-366 students).

Home and School Association: Works with school and plans activities and fund raising events. All parents urged to join. Annual membership is one dollar.

Efforts made to have H & S executive board representative of all ethnic groups successful with exception of Oriental.

Student Input via Surveys and Student Council: Some requests include parking space*, lounge*, Advanced Placement Course*, typing*, music*, art*, additional science courses, Spanish.

*Have been implemented.

Latin: Why 3-5 year course?

Provides training in classics; students learn to read, appreciate, analyze and organize. The study is both oral and written and trains growing minds.

Needs: New buildings with all facilities, new laboratories without fail, new library and audio visual library, athletic facilities, cafeteria.

Transfers: 1970-1971: 155

1971-1972: 153

1972-1973: 178

Quotes: Student: "Latin school makes the bright students work. In other schools they would coast along, become lazy and not realize their potential."

Parent: (Mother of 5, widely traveled, U. S. and Europe; one son at Latin two years)

"Latin School provides foundation for further academic study, provides a background which makes all academic pursuits easier, steers students toward academic fields. It definitely serves a purpose. As a student myself, I had many trials and left a great deal of sweat there. My background has made life easier for me. There will always be a need for teachers, professors, research people, etc. Latin School helps provide them."

Class of 1974:	National Merit	7	Semi-finalists
		39	Commended students
Class of 1973:	National Merit	3	Semi-finalists
		40	Commended students
Class of 1972:	National Merit	9	Semi-finalists
		24	Commended students
Class of 1971:	National Merit	3	Semi-finalists
		28	Commended students

SUMMARY OF PROGRAMS AT BOSTON LATIN SCHOOL

Boston Latin School is a centrally located, urban school serving Boston residents in grades 7-12. It offers a college preparatory course, complemented by advanced placement, flexible campus and a variety of elective programs.

Strengths

1. Strong student body, pride in school, many active special interest clubs, interest and participation in sports, diversity of ethnic groups, talents and philosophies of students.
2. Advanced placement programs provide opportunity for college credit in math, history, English, science, languages, art and music.
3. Flexible Campus offers university credits, career experience and sampling of possible interests in realistic atmosphere.
4. Computer programming combines data processing, applied math and computer languages.
5. Central location in the City of Boston enables utilization of educational, cultural and business resources.
6. Scholastic record of students.
7. Six-year program.

Needs: All facilities.

1. New building, all science laboratories, library, audio visual library, larger student lockers, new athletic facilities, new cafeteria.
2. Additional or expanded courses -- Spanish, sciences (second year biology or chemistry students), additional typing.
3. Expanded Guidance Department and support personnel.
4. Physical and support facilities for girls.

Conclusion

The large number of students competing in the entrance examinations indicate that there is a strong and continuing demand for the traditional, classical education provided by Latin School. Serious consideration should be given to "Latin School Complex" (moving G.L.S. to Fenway area and having both schools utilize common facilities, i.e., library, media center, cafeteria, etc.). This would enable each school to retain its individuality while continuing to meet the needs of a large group of Boston learners.

PROGRAMS AT BOSTON TRADE HIGH SCHOOL

by

Gregory R. Anrig

October, 1973

(Report to the Committee on Options and Alternatives
of the Boston Commission on Secondary Education)

PROGRAMS AT BOSTON TRADE HIGH SCHOOL

On September 12, 1973, I visited Boston Trade High School on assignment from the Secondary Education Commission. I met with the principal, guidance director, and area superintendent. I visited most sections of the building and met for brief conversations with students and teachers.

The following information was obtained from this visit.

A. Enrollments

1. The building has a capacity of 850 and an enrollment of 611 in grades 9-12. The students are 62.5% non-white. Most students are from low socio-economic level families from all over the city. Three students are from outside the city. Students use city transportation and badges to get to school.
2. Two girls enrolled in 1971-72 but only one showed up and subsequently dropped out.
3. There are no entrance examinations and a strong desire is not to have them. All are accepted who apply. Last year for the 200 freshmen slots there were 63 on the waiting list.

B. Program

1. Ninth graders have exploratory experiences in five kinds of shop: wood, sheet metal, electricity,

printing, machine shop. Attend one kind of shop for three periods per day, change shops each marking period.

2. Tenth, eleventh, and twelfth graders spend a week in shop and a week in academic classes on an alternating basis. There are no cooperative programs at Boston Trade, that is, supervised on-the-job experience outside of the school for credit.
3. Academic class size averages 20.
4. In some shop areas, dummy house sections are constructed right in the school so students can get experience with actual house wiring and plumbing.
5. Special Programs
   a. A bilingual program in the academic areas is to be set up.
   b. Some Boston Trade students help at Curley Junior High in the industrial arts shops.
   c. Students receive remedial reading during English and math periods if they are two years or more below grade level in reading scores.
   d. Boston Trade students sometimes do work for other schools (installing new lighting units, etc.).
   e. Principal is seeking a new program in ceramic tile installation and in installing hang ceilings. Also interested in oil burner repair and repair of outboard motors.

C. Faculty

1. Little teacher turnover. No requests for transfers. Three openings this year resulted from one death, one retirement and one leaving for graduate school.
2. Three black faculty members, including one guidance counselor.
3. One faculty member held up outside the school on opening day of school.
4. Good relations with the relevant trade unions because several of the faculty also are union officers. Helpful in placement and in obtaining supplies for shops.

D. Placement

1. Counselors visit all sending junior highs to encourage students to apply to Boston Trade. Dropout rate is heaviest in the ninth grade (about 40%).
2. Placement is done by guidance staff and each division head.
3. Last year's graduates went on to the following:

90 graduated
26 employed outside their trade specialty
4 Armed Services
45 employed within their trade specialty (50%)
5 further school
2 hospitalized
7 unemployed
1 deceased

4. Those in plumbing, machine and auto repair specialties tend to stay in their trade specialty after graduation.

5. Followup studies done after one year and five years. Response for the one year study was 40-50% and 10-15% on the five year study.

E. Facilities

1. Building was constructed in 1912 with additions in the 1930s and 1950s.
2. Located next to the Annunciation Housing Project on one side and Wentworth Institute on the other.
3. Basic appearance and maintenance of the building is regrettably substandard.

F. General Comments

1. Teachers and students seemed to relate well to each other in the shop areas. Principal is proud of his school and sincere in wanting to do a good job from what could be observed during the visit.
2. Students seem to be reasonably motivated. Student Council helped in heading off "spillover" from disturbance at Girls High. The annual alumni dinner was attended by 200 graduates. Boston Trade students have done well in competitive programs with regional vocational-technical schools. "Climate" in the school this day was not restrictive or tense, seemed quite positive in the shop areas.

PROGRAMS AT BRIGHTON HIGH SCHOOL

by

Bunty Crane

(Report to the Committee on Options and Alternatives
of the Boston Commission on Secondary Education)

PROGRAMS AT BRIGHTON HIGH SCHOOL

GENERAL FACTS

Present enrollment: 1,452

School capacity: 1,000

Racial Composition: 70% white, 15% Chinese, 15% black

Feeder Schools: Taft and Edison

ACADEMIC PROGRAM

(a) Diploma requirements: 90 points including: four years physical education; four years English; one year health education; U. S. history; another history; one year science; seven points in mathematics/bookkeeping combination; seven points in the same foreign language, or art, or merchandising or shorthand-transcription.

(b) College Prep requirements:

1. four years English
2. four years foreign language
3. two-four years mathematics
4. two-four years science
5. two-four years social studies

(c) Business electives

1. Bookkeeping I, II, III
2. Secretarial-shorthand and transcription I, II

3. Office procedures
4. Merchandising-production and distribution, retail and advertising
5. Distributive education

SPECIAL PROGRAMS AND ALTERNATIVES

Flexible Campus Program: Among the alternatives in this program are on-campus classes (either mini, term or semester), tutorial and volunteer work (including work at St. Elizabeth's Hospital and Kennedy School), courses at some of the area colleges, and internships for juniors and seniors.

Distributive Education: This program allows the students to participate in their regular business subjects for the first three classes in the morning and then work in businesses in the community in a supervised program. There is a full-time teacher assigned to the twenty seniors who participate in this program.

Release Program: Three weeks before Christmas the business majors are permitted to be released from school to work in merchandising for the holidays.

OTHER COMMENTS

The whole area of acting teachers, etc., seemed to be a problem.

Three guidance counsellors for this number of students was also somewhat of a problem. The school has set up a teacher structure to try to eliminate this problem and also discipline problems. The structure consists of a Cluster Leader teacher

who is in charge of the supervision of four other homeroom teachers, Class Coordinator teacher who is the buffer between the cluster leader and the Headmaster mainly in matters of discipline, and Class Advisor teachers who are assigned to each of the three classes whose function it is to provide additional guidance to the students. Liason between students, guidance department and home.

PROGRAM SUMMARY

At Brighton High School the curriculum is traditional, with both college preparatory courses and business courses. The college curriculum is standard; four years of English and of a foreign language, and two to four years of math, science and social studies. The business courses include bookkeeping I, II, III; secretarial shorthand and transcription; office procedures; merchandising; and distributive education.

The administration particularly emphasized distributive education and a flexible campus program as important alternatives in the curriculum. Distributive education is a program whereby twenty seniors, under a supervising teacher, attend their regular morning classes and work in a business in the community for the rest of the day. The flexible campus program allows the option of taking a mini course, term course, or semester course either on campus or at one of the nearby institutions. For example, tutorial and volunteer work is available at St. Elizabeth's Hospital and Kennedy School; courses are available at some of the area colleges.

SUGGESTIONS FOR INCREASING OPTIONS AND ALTERNATIVES

The flexible campus program seems to have outstanding potential for offering a variety of alternatives to the students. A strengthening of this program should be a major emphasis. Also, it is unclear if academic credit is given for all flexible campus activities. This option will close for students who need credits for graduation unless credit is given. Perhaps a joint faculty/student committee could be set up to search out ways of strengthening and expanding the flexible campus. The committee could also investigate the possibility of extending the distributive education program to more students.

Another recommendation is in the area of guidance. There are only three guidance personnel for 1,452 students. The school has set up a system whereby the teachers do some of the guidance work. Unfortunately, because of inadequate staff, the students who receive guidance are usually the discipline problems and the average student goes through high school without guidance. The whole area of guidance should be re-examined. A guidance office could be key in opening up alternatives in the curriculum for students even in a traditional high school such as Brighton. But this cannot be done without drastically increasing the staff. Rather than focusing on discipline problems, an increased guidance staff could focus on guiding students while they are in high school to increased alternatives.

There is also room for increasing alternatives in both college preparatory and business. Curriculum designers should investigate the changing admissions standards at the various higher educational institutions in the area and tailor their designs to meet these standards. Studying the business curriculum and the needs in the community businesses would probably reveal a need for increased curriculum in several areas.

In conclusion, Brighton has a solid, traditional program with potential for a variety of alternative forms of education. Increased guidance staff and a good solid look at the curriculum could actualize this potential.

PROGRAMS AT CHARLESTOWN HIGH SCHOOL

by

Robert Schwartz

October, 1973

(Report to the Committee on Options and Alternatives
of the Boston Commission on Secondary Education)

PROGRAMS AT CHARLESTOWN HIGH SCHOOL

Charlestown High School enrolls approximately 975 students spread over three buildings. Its basic building, long since slated for replacement, was built in 1906 to accommodate 400 students. Its woefully inadequate facilities now house approximately 650 students. An additional 325 students, all boys, are drawn from across the City to take part in a cooperative vocational program which is housed in a separate building. The co-op students take their academic work in six classrooms leased form the Charlestown Boys Club, whose gym facilities are used by the entire high school.

Because the cooperative vocational program has its own faculty as well as buildings, and because a discussion of its role falls more properly within the purview of the Career Education Committee, I restricted my attention to the climate and program within the main Charlestown High building. Although I took a quick tour of the building, looking in on several classes and chatting briefly with a few students, most of my time was spent talking with the school's Headmaster, Frank Power. Consequently, these notes may tell more about the philosophy and style of Frank Power than about Charlestown High as it is experienced by students and teachers, but Power immediately captured my confidence as a reliable witness and persuasive advocate for his school.

My strongest impression of Charlestown High is that it epitomizes both the strengths and limitations of the neighborhood high school. Some of the limitations are physical, and can be cured with a new and modernized plant. But the economics of operating a self-contained 650 pupil high school inevitably restrict the range of course offerings, no matter how adequate the plant. The more important limitation is psychological, in that the neighborhood comes to define the boundaries of one's experience. Every Charlestown High student is within ten minutes ride from the center of an immensely sophisticated center of commercial, technical, governmental and artisitc activity, and yet my impression was that downtown Boston might have been ten hours away for all of its impact on the educational life of Charlestown students. Additionally, the cultural diversity of the metropolitan area has hardly reflected in what I could see of the student body, which, with a few exceptions, appeared extraordinarily homogeneous ethnically and economically.

The limitations, of course, can be viewed from another perspective as strengths, and my overriding response to Charlestown High was a reawakened respect for the potential of the district high school. Charlestown is very much a distinct neighborhood, physically and culturally, and it is clear that the school both reflects the community and is an integral part of it. The student body is small enough for

for students to know one another, and for the school staff to maintain close contact with students and their families. In spite of the drab physical surroundings, the school's climate seemed quite warm and informal. This climate struck me as a direct extension of the style and personality of Mr. Power, who seemed to know every student on a first-name basis and moved about the halls with great warmth and ease. It was clear from the response of staff and students that Mr. Power has their respect and affection. During a half hour or so in his office, we were constantly interrupted by students or teachers stopping in with a brief request or problem, or by phone calls from neighbors with complaints, all of which were handled quickly and personally by Mr. Power. The atmosphere in the office was a refreshing contrast to the usual stereotype of the grim impersonal big city high school.

It was apparent from talking with Mr. Power that there is a substantial amount of individualization in the educational program at Charlestown High. Although the curriculum is organized into two broad tracks, academic and business, the students are not rigidly segregated into one or the other. In thumbing through program cards of individual students, it was not unusual to find a mix of academic and business electives. The election offerings, especially in social studies, were quite diverse, with strong interest in a course in urban problems.

About 75 students in each class are in the academic track, the majority going on to a four year college. Of the approximately 150 students in the business track, about 50 are working in the distributive education program, with another 20 in the shorthand and typing program. The remaining students are not getting any career training, the prediction being that many will go on to the new Bunker Hill Community College for more specialized work preparation. Many students in both tracks are involved in the Flexible Campus Program, with 54 students working in neighborhood child care programs and many others involved in tutoring programs. All in all, my quick impression was that the school administration is genuinely flexible, within the limits of its scarce resources, in trying to tailor its program offerings to meet the needs of individual students.

There are at least two kinds of innovations that Mr. Power is trying to promote. One is the development of a series of career oriented mini-courses (one in banking is already underway I believe). The other innovation, still in the planning stage, is the establishment of a satellite school, based in the community, for students who have a tough time coping with the structure of a regular high school. It is Mr. Power's belief that the school has a responsibility to maintain continuing contact with all students until they are 18, and to develop a wide variety of programs to meet the needs of even the most disoriented and alienated youngsters. Mr. Power carefully negotiates each dropout, deciding to retain or drop

a student from the books depending on what he believes to be best for the student.

My limited exposure to Charlestown High led me to two conclusions. First, the small neighborhood high school, while suffering some obvious limitations in the breadth of program offerings and in the diversity of its student body, has some compensating advantages, particularly in terms of climate and atmosphere. And second, that innovation can occur even within a large and sluggish bureaucracy if there is imaginative and creative leadership at the local level.

PROGRAMS AT COPLEY SQUARE HIGH SCHOOL

Louis Amadio

December, 1973

(Report to the Committee on Options and Alternatives
of the Boston Commission on Secondary Education)

PROGRAMS AT COPLEY SQUARE HIGH SCHOOL

BACKGROUND

Copley Square High School, so named by its first student body because of its location one block north of the main public library at Copley Square, serves just over 500 students from all parts of Boston. Admittance to Copley is on a first come, first served basis modified by a quota system which ensures racial balance (50/50). Copley is the senior component of Boston's Model Demonstration Sub-system. (The Trotter, covering K-5 and the Lewis, 6-8.) The popularity that Copley enjoys among the parents and students of Boston has resulted in a long waiting list.

ASSETS

Copley's assets are many -- its downtown location allowing easy access to the city's rich resources; its scale and the intimacy of its old Back Bay architecture; the extra funding it receives as a Title I supported sub-system school. But its primary asset appears to be its educational philosophy as expressed through its program.

Teresa Hamrock, who has been principal of Copley since its beginning, sees programming as a constantly changing or at least changeable process. The goal is not to be "out front"

but in the right place at the right time. Because the administration of Copley has been flexible enough to meet the needs and talents of students, staff, and the times, it has usually been "out front" especially in contrast to other schools in Boston.

Currently the most notable characteristic of the school is its extern program which brings the rich resources of the Boston Community together with the educational community. Utilizing a network of contacts developed by teachers, students, and parents, students have been placed in law offices, the attorney general's office, with engineers, social scientists, hospitals, plumbers, insurance companies, newspapers, etc. Complementing the extern program are time-blocks and minicourses, both of which allow for flexible scheduling. Not content to bring together only children of the city, Copley has initiated several outstanding collaborative programs with suburban school districts -- Social Discovery, Alternate Semester.

NEEDS

The long waiting list for Copley Square indicates that the flexible programming offered there is in considerable demand. The experience gained in building Copley should be utilized to help start other high schools, or programs within existing high schools, with similar approaches. Unfortunately, the success of Copley can appear as a threat to Boston's more

conventional high schools. The school department administration must exercise skill and care to see that Copley itself is neither drained nor damaged by attempts to spread its programming concepts. Given the fiscal and moral support it deserves, Copley can continue to find ways to meeting the needs of its city-wide student body -- such support is often shaky, at best.

PROGRAMS AT DORCHESTER HIGH SCHOOL

by

Robert A. Dentler

October, 1973

(Report to the Committee on Options and Alternatives of the Boston Commission on Secondary Education)

PROGRAMS AT DORCHESTER HIGH SCHOOL

INTRODUCTION

Dorchester High School is a large, imposing place built in 1923 to serve as a 1,500 capacity comprehensive high school (9 through 12) for what was then the surrounding white working class neighborhood district adjacent to the manufacturing and industrial sites of South Boston.

Exactly 50 years later, Dorchester High enrolls a tenth through twelfth grade body of students drawn from a modified district which includes Roxbury, the adjacent black community.

On the day we visited, Dorchester High contained about 950 students, about 85 percent of them from the black community. Two weeks of interracial conflict and fear had induced many students, white and black, to remain at home. A false alarm had emptied the school at about 9 a.m. and had brought several fire trucks to its campus. Nonetheless, by 10 a.m., Dorchester High was in significant academic motion for the day.

This brief report concentrates on Dorchester High's most salient programs of instruction and the conditions under which they operate. It does not presume to deal with quality of teaching and learning, extracurricular programs, or governance and finance.

COLLEGE PREPARATORY PROGRAM

About one-third of DH's students register in its college preparatory program. Last year, about 25 percent of the graduating class was admitted to college, about 80 percent of them aiming at attendance in Boston-based schools such as UMass, Boston State, and Northeastern and Suffolk. Many others aimed at attending southern black colleges or universities.

The DH prep program has an ample range of offerings: four years of French, four of Spanish, and two of Italian language instruction, for example, and with many offerings in natural science and mathematics. The science equipment and materials looked adequate to the task, as did the materials for social studies. These include the conventional offerings in history and then branch out into black studies, Far Eastern history, social psychology, African studies, and American constitutional law.

Electives, many of them available to general as well as to college prep majors, abound in semester length versions and in mini-course forms. These include astronomy, human physiology, art minor courses, home management, urban sociology, juvenile law, creative writing, drama, basic computer, consumer law, journalism, black literature, and the income tax.

The back-up support for this diverse range of offerings is slim: the guidance counselor ratio to students suggests an overall school case load of about 400 students per counselor. The college bulletins on display for student examination on the day of our visit did not include Boston State, Boston

College, or Boston University. They included many geographically remote private liberal arts colleges of the expensive, private variety. The library seemed effectively staffed, but the door to it was locked on the morning of our visit. Inside, the permanent collection appeared adequate for a 500 student junior high school. Finally, the DH staff appears to be 90 percent white while the student body is about 80 percent black. Hence, supportive social congruence is also lacking.

The opportunities set forth for academic preparation, in brief, seem wide and contemporary. The tangible reinforcements available to students who take these opportunities, however, may be negligible. As another illustration of this, the Reading Center is located in a small office that will accommodate only six persons at a time. It is open for use only part-time.

VOCATIONAL AND OCCUPATIONAL PROGRAMS

DH's principal program contributions to vocational education have always been, and continue to be, in woodworking, furniture repairs and refinishing, and upholstering. Woodworking and cabinetry have been vocational mainstays since 1923, when many of the city's major shops in woodworking were lodged in Dorchester.

Today, DH is the Massachusetts state-designated center for vocational education in these trades. Roughly 10 percent of DH's student body is committed to this program sector.

Students in these trades are given a high school diploma *if and when* they complete a "13th year" of schooling by successful one year apprenticeship in a trade or craft shop.

This arrangement appears functional. That is, placement in more than 30 firms is available and the work-study aspect of the program appears to be well managed. Students, most of whom are boys (although the program is open to girls as well and includes one girl in upholstering at present), can expect to secure a wage-paying job upon graduation or before. Still, the 13th year arrangement may be the school system equivalent of "indentured servitude," inasmuch as the diploma is withheld pending satisfaction from the employer. There is nothing educationally objectionable *per se* in a 13th year, of course, or in the apprenticeship aspect. It is the conditional aspect of diploma granting that is questionable.

The mill and carpentry shops are small but well stocked. They have been part of DH since it was built. As evidence of declining interest in these trades, we learned that DH is the state-designated and funded school and is thus open for enrollment from around the Commonwealth, yet 90 percent of the current students reside in Dorchester-Roxbury and 10 percent come from elsewhere in Boston. There are no out-of-city students this year.

In principle, students are admitted on the basis of sincerity of interest in the crafts. In practice, some students who do not get admitted into the academic or business programs

but who are intent on remaining in DH, are admitted to fill out the roster. Just as Meat Cutter's High School in New York City graduates more butchers than the city will ever hire, so it is possible that DH has filled the state's quota of cabinetmakers, furniture repairers, and upholsterers several times over. This is speculative, of course.

Two much more recent occupational education programs have been introduced, with state and federal funding. One is Graphic Arts, where about 2 percent of DH students learn printing, photography, and silk screening. The program depends chiefly upon its print shop, where students learn to make name cards and - as is true in many American occupational education in comprehensive high schools - learn a few basic techniques of composition, inking, and duplication. Most of the hardware and the techniques have been rendered obsolete through automation of this industry, of course. The DH equipment is good but the printing industry has changed.

Another is Electronics, where nearly 5 percent of DH's students take advantage of about $100,000 worth of new hardware to learn the basics of the mechanical and maintenance aspects of this burgeoning field. This program, only two years old, is popular and has recently been expanded to include eleventh graders and to add an advanced course.

Finally, the vocational program of DH includes work-study or distributive educational options which are exercised by at least ten percent of the students. In this sequence,

students gain experience at entry level occupations while going part time to school. These options are not correlated with the other vocational and flexible campus programs which are field experience oriented.

BUSINESS EDUCATION

For students who prefer white collars to blue, DH offers many business education courses. These include business English, economic geography, bookkeeping, business math, business law, merchandising, shorthand and typing, office practices, and elementary accounting.

The business educators have fairly adequate machines and they have correlated their program with distributive or work-study programs so that on-the-job experience and wage earning is possible.

ART EDUCATION

DH is listed as a principal site for art education in the city of Boston. It lists itself as the place to go if you wish to major in art. Apart from the Graphic Arts sequence and facilities, however, art majors and minors, who in theory are drawn from outside as well as inside the district, have the benefits of only two full time art teachers. The facilities are limited to two regular classrooms stocked with few art supplies, including small plaster figures and busts for practice drawing plus one stuffed pheasant.

FLEXIBLE CAMPUS PROGRAM

DH staff members are pleased about the initiatives exercised by several of them to build a Flexible Campus Program at DH during the past year. At present, nearly 20 percent of DH's students take part in credit-providing internships off and on campus as teacher aides, medical secretaries, hospital assistants, office helpers, and laboratory aides, among other things.

This program includes students enrolled in mini-courses in driver education, knitting and crocheting, guitar, and UNICEF studies which lead to student visits as foreign area specialists in elementary schools in Boston.

In addition, 34 seniors are taking courses at several local colleges and universities. Others have been exploring the world of work at such firms as New England Telephone.

One of the initiators of Flexible Campus is Anthony T. DiIeso, chairman of the History Department. Two other full time teachers, plus occasional student teachers and graduate students from the outside, constitute the staff. All staff operatives carry their regular loads of other conventional teaching and service. Mr. DiIeso manages the program from a desk located at the back of the social studies supply closet, where he has no telephone, no secretarial or clerical support, and one chair for one visitor at a time.

The Flexible Campus Program appears to be integrated with the academic prep and business education programs but uncorrelated

with distributive and vocational-occupational education.

GENERAL POINTS

DH is an unregimented, comprehensive American high school. Its headmaster takes pride in running what he calls "a loose ship." As a result, DH has a climate of fairly cheerful informality and social fluidity, in spite of surface fears about interracial hostility.

Within this climate, broken every thirty minutes by the sound of a factory whistle which is blown loud and long to signal scheduled changes in classes, program diversity is possible, dress is varied and colorful rather than uniform or outlandish, and social interaction is easy. Although staff and students are currently tense, joking and expressiveness are commonplace.

As a formal system, DH is over-scheduled yet fragmented programmatically. The physical plant reflects no significant updating except for a boy's gym, and could be used in a period-piece movie as a setting for student life in 1927. Yet, people have struggled to fit new resources and activities into this framework and they have done so without designing a culture which is anti-student. A valiant staff, moreover, works hard to maintain a clean, safe environment.

With respect to innovations in program - my impression is that space and faculty time now given disproportionately to the college prep regular program could be given over to

the Flexible Campus unit. If they could be, and if they were, DH has faculty capable of adapting to the 1970's. Part of that unit's new resources should go to contributing to the oceanic needs of Dorchester and Roxbury neighborhoods.

PROGRAMS AT THE ENGLISH HIGH SCHOOL

by

Christopher Lane

PROGRAMS AT THE ENGLISH HIGH SCHOOL

INTRODUCTION

The history of The English High School, both recent and in the years long past, is a topic familiar to most. The future of this school, its current student body and existence are questions of greater import.

The school has enrolled currently 830 pupils with 55 teachers and a total staff of 66. There are only three custodians for the Tower Facility. Faculty-student relations are good. Morale hit a high point upon entering the Tower Facility. The care for the building despite the lack of custodians and some very inferior quality construction linked with the usual "newness" problems of a new home has been worth being part of all the problems and heartache that went into getting the building. This very positive attitude on the part of both staff and students is wearing off. The long delay in obtaining the building is echoing again. The effect on the current student body of the racial imbalance plan is unknown. This uncertainty also affects the staff. Planning is at a dead stop. A proposed new curriculum for the new facility never got off the ground; the late decision of occupancy being the primary reason. Planning was to be begun during the last part of August and first weeks of September,

but more immediate problems of just getting into the building were more important. The planning question is clouded by many issue among which are: Who is the real leader of the building and the school; what will the school be; who will the student body be; who should do this planning; etc.

Thus The English High faculty and student body go on about their daily tasks in a brand new 30 million dollar building with the same or at best a very similar approach to the one used in their old facility. Although these approaches may be adequate for some of the students, there is not the flexibility or the range of offerings necessary to meet the needs of all students. The physical plant is available but curriculum planning and development is necessary.

OFF-CAMPUS PROGRAMS

Colleges and Universities Academic Courses
Boston State Flexible Admissions
Volunteer Programs
Intern Programs with Government Agencies
Work with Hospitals
Independent Study and other options based on individual placement, interests and needs

METROPOLITAN PROGRAMS

VALUE (Visual Arts Laboratory in Urban Education)*

MINI COURSES

Approximately 35 offerings
Offered once a week, five days per week, eight week intervals
Range: Physical activity to intellectual pursuits, enrichment, and remedial.

* Explanation of VALUE program follows on page 125.

TIME SCHEDULE

8:40 to 2:30
7 periods
4 minutes filing
20 minute lunch

Mini courses last period; each teacher has 5 teaching periods, 1 administrative and 1 planning and development period.

45 MYRTLE STREET - VALUE PROGRAM

Full time - staffing uncertain. Financed by Boston Public Schools and grants obtained by ICA and from a teacher program grant applied for EHS and granted by NDEA.

VALUE is our only long-term out-of-school program at the present time.

FLEXIBLE CAMPUS

Numerous out of school resources, speakers, etc. used under Flexible Campus.

PROGRAM STRENGTHS

Advanced sections of Math and History
Active Flexible Campus Program
Innovative Career Exposure Program
Theatre Company of Boston Working with English Department
Alternative Program (VALUE)
Range of Offerings in Art plus an Artist in Residence

PROGRAM WEAKNESSES

Business program needs expansion
Tracking system still used
Non-flexibility in student programs
Range of options and alternatives needs expansion

ASSETS TO SUPPORT SUCH PROGRAMMING

New building including physical structure and potential resources
Hard working experienced faculty
Rapport of faculty and students
Cooperative student body
Flexibility of the Acting Headmaster
Central school location

NEEDS TO SUPPORT SUCH PROGRAMMING

Building to be fully equipped and completed
Plan developed to make use of building resources
Staff training to use building resources
Stability of school administration
More flexibility in overall school structure

The school is attempting to react to the needs of the student body. The school appears to be understaffed for the type of program it is attempting to offer. This program should be updated and redeveloped in many areas. The number of faculty and the weight of the responsibility in running a ten-story building has reduced if not eliminated planning time. Mini courses was a temporary answer to student requests but has outlived its usefulness. This would be a good time to introduce a totally new (if there is any such thing) curriculum.

Appendix

VISUAL ARTS LABORATORY IN URBAN EDUCATION

VALUE is a program of the Institute of Contemporary Art in Boston. It is a joint educational program involving the Institute and high schools and colleges from the metropolitan area. VALUE uses the visual arts as vehicles through and by which the high school students can explore, examine and communicate about the urban environment, human and physical. Because of the many-faceted nature of both the visual arts and the urban environment, VALUE draws upon a variety of disciplines and fosters a range of skills. These come together in an interdisciplinary learning and teaching process.

The program is concerned with these related tasks: first, to develop viable curriculum alternatives in the visual arts for the major participating school system, that of the City of Boston; second, to provide an opportunity for students in higher education, particularly in the arts, to explore new learning and teaching situations and alternative educational environments found in the VALUE program; third, to develop ways through which professionals and others in the arts, design and related fields may involve themselves and their unique resources in the educational process.

The focus and concerns of VALUE give substance to

the truth that the process of education takes place wherever a responsive environment may be found, and not exclusively in the classroom or the school.

The school year has been divided into five cycles of seven weeks each. Approximately seventy five students from five different schools and fifteen college students from local universities will participate in each cycle. Students will spend four days a week from 8:30 a.m. - 2:15 p.m. with VALUE.

The focus of this year's study is on the Boston waterfront and Harbor Islands. Students will examine the history, natural history, ecology, present population and use, development, folklore, and abuse of the area. One group, for example, is beginning a study of the recent development of the building and businesses on Lewis Wharf. Another is involved in a survey of public knowledge concerning the present usage and future plans for Waterfront and Harbor Island renewal. Finished projects are reviewed and discussed by all students, thus allowing them to make an assessment of the City's image of itself, now and for the future.

PROGRAMS AT HYDE PARK HIGH SCHOOL

Mary Coughlin

Report to the Options and Alternatives Committee,
Boston Secondary School Commission

PROGRAMS AT HYDE PARK HIGH SCHOOL

STATEMENT OF PHILOSOPHY

"...that the world of 1973, because of the advances of knowledge and of technology, offers to our youth the prospects of a life richer and more satisfying than anything our generation has known, and that it is our obligation to help them acquire the means of realizing it."

Hyde Park High is a comprehensive high school which has a three-year course, grades 10-12. Curricula offered include:

Regular Programs

College Preparatory

Business Education

Stenography
Office Practice
Bookkeeping
Merchandising

Co-op Merchandising (seniors only; members spend approximately one-half of the school day in classrooms. Each person is employed in a Boston store.)

Cooperative Industrial (Machinist Trade)

Special Programs

Para-Medical Course - H.P.H.S. and Jefferson School

Hospital Assistant Program - This is a basic program dealing with the routine care of patients. It is

designed to provide the students with the fundamental knowledge and understanding which will enable them to perform adequately the nursing care required for the selected patients. The course design will also provide a foundation for further in-depth study in nursing or other allied paramedical professions.

Medical Record Transcriber Program

This program is responsible for the accurate typing of a patient's medical history. This includes the doctor's notes on operative procedures, discharge summaries and correspondence relating to the patient. This program will offer the learning experience necessary for a medical transcriber. The Medical Center will contribute the medical terminology, which is an essential tool for the transcriber.

Electives

Besides the basic courses within each department, the following are offered:

English

For College Prep and Business Ed courses in grades 11 and 12 English is fragmented into mini-courses for either 1 marking period (2 months) or 2 marking periods (4 months).

Four-Month Courses

The Tragic Hero

The Problem of Values

Small-Town America

Survey of English Literature

Two-Month Courses

Modern Drama

Black Literature

Greek Mythology

How to Read a Newspaper

Creative Writing

The Mini-Courses in English, though very popular and generally liked among the students, have been dropped because there were not enough teachers. As of November 20, 1973, English Mini-Courses resumed.

Math

Computer math is offered. Hyde Park High has its own installation. Introductory problem solving orientated language is used.

Modern Foreign Language

French 1-4, Spanish 1-3, Italian 1 & 2 and German 1 & 2 are offered.

Social Studies

American History (Survey)

Selected Mini-Courses - dropped due to lack of teachers

Modern European History

Principles of Democracy - in this course students must work for one candidate

Exploring Human Nature

Afro-American Culture

Communism

World History

Exploring Childhood

Science

Biology

Chemistry & Chemistry Study

Physical Science

Physics

Oceanography

Oceanography-Ecology

Exploring Human Nature

I feel that the Chemistry and Physics Labs are very old and should be up-dated with modern equipment.

Business Education

Regular Business Education courses along with Introductory Psychology and Civil Service

Technical Education

Art (including an art major for seniors) along with mechanical drawing courses are available.

Home Economics - Industrial Arts

Foods

Clothing

Family Living

Child Care and Development

Woodworking

Printing

Flexible Campus Activities

Acting Groups

Speakers - Visitors from Israel

Field Trips - Tours of The Boston Globe, Woods Hole, Ipswich

Tutoring in the various types of special schools - Deaf, Retarded

Placement in job locations

Courses at colleges - Curry College, Harvard University

Season tickets to Symphony Hall

The Flexible Campus is liked by almost all of the students. The students feel it is a very worthwhile project, while some teachers disagree.

Speech Therapy and Remedial Reading are not taught at Hyde Park High School.

I feel that the Flexible Campus is very good, but there are so many things the students would like to try and can't because they would miss too much school work; e.g.,

our Flexible Campus Coordinator came into history class and told us about an environmental project at Boston Harbor. Students would be out of school four days a week. The one day you would be in school you'd have to make up all the work you missed. Some students would like to try this project but couldn't because of missing too much school time.

I feel that is a student knew what he wanted to go into in the Flexible Campus, then he should be able to make up his own schedule. This way his school need and his own exploring in Flexible Campus could be better fit together.

The lavatories in the school are in very poor condition, and new equipment for these facilities are necessary.

The Department Head teachers have their offices in small rooms almost like closets.

Follow-Up Report

June, 1972

	Boys	Girls
Day School	67	128
Four-Year College	41	65
Art School	0	2
Junior College	13	16
Nursing	0	8
Private Prep	0	3
Private Business	0	2
Public Business	2	18
Trade Tech	11	14
Total Working	110	104
At Home, Deceased or Unemployed	29	12
Army	7	
Navy	5	
Marines	5	
Air Force	4	

Feeder Schools

William Barton Rogers Junior High School

Soloman Lewenberg Junior High School

Drop-Outs

1972-73

Month	Boys	Girls
September	3	
October	3	1
November	6	
December	3	
January	6	2
February	5	2
March	5	5
April	8	1
May	3	1
June	0	0
TOTAL	42	12

Work - 39

Service - 2

Central Adults - 5 (They attend evening classes at Dorchester High. The people at work may also be going to Central Adults and vice veras.)

At Home - 1

Married - 2

PROGRAMS AT JAMAICA PLAIN HIGH SCHOOL

Robert A. Dentler

January, 1974

Report to the Options and Alternatives Committee,
Boston Secondary School Commission

PROGRAMS AT JAMAICA PLAIN HIGH SCHOOL

INTRODUCTION

Jamaica Plain High School is a five-story structure tucked away on Elm Street, an old, tree-lined residential lane on a steep hill above the railroad tracks that lead into downtown Boston. The school was erected to serve as West Roxbury High School in 1900. A four-story structure was added to enlarge the plant in about 1920. The surrounding district includes a small, wealthy, white upper class enclave eight blocks away on one boundary and deteriorating 1890-1910 frame houses inhabited by working class whites on the other, the latter section bordering on predominantly black Roxbury.

The reported student capacity of Jamaica Plain High (JPH) is 720. The 1973 enrollment is 789 tenth through twelfth graders (plus 30 ninth graders), although the attending student body on the day of our visit (November 19) reached about 675. About one-third of the students are black, one-third Hispanic, and one-third other. The used portion of the building has been modified and renovated since 1920. The upper story has been unusable for many years.

The purpose of this report is to describe the ongoing programs of instruction and to interpret a few aspects of

them in the light of innovations and options available to the students. At the conclusion, suggestions are made pertinent to the Commission for its long-term planning.

COLLEGE PREPARATORY

Approximately 180 JPH students are enrolled in the college preparatory program. About 22 percent of the 1972 graduates were admitted to college, 90 percent of them planning to attend schools inside Boston, mainly the University of Massachusetts in Boston, Northeastern University, and Boston State College, and the others planning to attend community colleges in the state. Some students are also attending MIT, Boston University, Smith College, and Boston College.

The Guidance Department of two full-time counselors is responsible for the guidance of all 789 students, making a caseload of nearly 400 per counselor, but much of their energy is concentrated on the college preparatory students and their successful placement. Guidance has some extra counseling assistance for both the Bilingual Education and the Business Education students, plus some part time help from a consulting psychotherapist. The tiny department also assists where it is able with job placement. However, it lacks any clerical support to so much as locate and mail out a transcript for an alumnus.

The 22 teachers in history, English, mathematics, the sciences, and foreign languages (French or Spanish), comprise

more than 40 percent of the JPH faculty. Of course, these teachers share in providing academic instruction for students in the business and agriculture programs of JPH, as well. There is no tracking or ability grouping, but students do distribute themselves on ability levels running from a high in the prep program to a low in the agriculture program.

As with all other staff units in JPH and other Boston high schools, the college preparatory departments have no secretarial or clerical support. The entire school, in fact, has a support staff of two secretaries in the headmaster's office. The Mathematics Department has no chairman, so the chairman of History presides over both departments. In between periods, he, like many other members of the faculty, shares regular security duty in the halls.

According to Phillip Gibbons, the History chairman, few students are interested in electives offered in the college preparatory program, with the exception of a course in Law and Society, initiated originally some years ago by Mr. Gibbons and Dr. William Leary, at Dorchester High School. The records also reveal that among the other electives are offered advanced biology, ecology, creative writing and journalism, urban problems, and chemistry for nurses. A semi-remedial course to help students prepare for SAT exams is also offered.

BUSINESS EDUCATION

More than 400 students are enrolled in the business

education program, which is staffed by a faculty of eight. This program offers work in typing, shorthand, office practice, business principles, business mathematics, business law, and bookkeeping.

Mr. Tessier, the Business Department Chairman, also heads the Flexible Campus Program of JPH. Although he has no secretarial or clerical support, and though he personally does much of the mimeographic and ditto duplicating for the entire faculty of JPH, he has found time to arrange outside experiences for 20 students in courses at Northeastern, U Mass Boston, and Boston State; 12 internships for secretaries at Hanscom Air Force Base, 6 at the Occupational Resource Center as medical secretaries and hospital assistants, 2 at the Boston Gas Company, and 1 hospital assistant at the VA Hospital nearby.

These students leave school at 1:50 p.m. or slightly earlier, for their work-study opportunities. They get credit for their work. Of course, many JPH students work part-time jobs after school for pay and no credit. They obtain these jobs on their own. The schedule is designed to assist in this respect. Homeroom sessions where attendance is taken, for example, are scheduled for 10 a.m., and there are no study halls during the hours from 9 through 1:50.

Business course majors get jobs on their own after graduation, but only a few of them have had prior exposure to life on the job in office settings. Even fewer of them get career

education or guidance, let alone placement, through JPH. Only those who major in "office practices" rather than in secretarial or bookkeeping studies have difficulty getting employment sooner or later, however. Mr. Tessier, his colleagues, and guidance counselors report that they help with job placement when and where they can, but their time and means are extremely limited.

BILINGUAL EDUCATION PROGRAM

About 100 JPH students are enrolled in the Bilingual Education Program, headed by Ms. Galdi and her teaching staff of six. This sequence is relatively self-contained, although it is integrated with the business education program at two points of typing and business mathematics. Instruction is chiefly in Puerto Rican and Cuban Spanish, with frequent and increasing translation through dialogue into English. Six of the seven faculty members are Spanish-English bilingual.

The program maintains its own college preparatory courses for selected students, with a business emphasis for others. Students may be transferred across into any of the other programs of JPH, on authorization from Ms. Galdi, although her authority does not always accomplish the objective, particularly into college preparatory courses at JPH.

The Bilingual staff mainfestly attempts to accomplish a great deal but is limited by too few resources. Mr. Martinez, for example, teaches basic math, business math, algebra, and two levels of chemistry or physical science. Another teacher

carries Spanish I, Spanish II, health -- a required full credit course for tenth graders -- English as a Second Language, and social studies.

The students range from students just arrived in Boston from Puerto Rico, to students who have been in Boston much longer but who prefer instruction in their mother tongue. I witnessed Mr. Martinez teach the multiplication table to tenth graders in basic math, using an English-only paperback from the New York Board of Regents in business mathematics as a guide.

This staff is proud that it is the only one in Boston, at least at the secondary level, teaching in compliance with standing laws regarding bilingual instructional resources for minority students.

AGRICULTURAL PROGRAM

In 1918 the Boston School Committee established a state-aided agricultural course at Jamaica Plain High School. There is only one other like it in Massachusetts, and the program is two-thirds state and federal funded. It is open to residents in the state, but at present it enrolls no out-of-Boston students.

The aim of this program is "to train properly qualified students for profitable employment and good citizenship." To obtain credit in agriculture, a student must carry his parent's or guardian's signature to the effect that he or she -- there are about eight girls in the program -- will

work at least 11 weeks after school each summer as an employed apprentice in commercial agriculture, horticulture, or an allied occupation such as laboratory animal care.

Mr. O'Shea, the Agriculture Department Chairman, is himself a graduate of the JPH program, as is his shop teacher. Both are also experienced in the world of work. Mr. O'Shea, for example, operated a florist shop for many years. The 100 students, who begin in the ninth rather than the tenth grade, are taught by a faculty of five.

Agriculture students take horticulture, animal science, drafting and shop, floriculture, and environmental landscaping. They gain work-study experience as suburban gardeners, turkey farm assistants, and florist shop helpers. In addition, they are required to take courses in English, civics, applied mathematics, health, business principles, bookkeeping, and U. S. history.

RESOURCES

The instructional resource amplitude of JPH is low: the library is housed in about 600 square feet of space containing perhaps a thousand antiquated books and four thousand books of current value. New books, like old, show little circulation on the jacket cards.* Plants and flowers cannot be grown at JPH in the Agriculture rooms. They do grow in

*The librarian does the best job that can be done within a pitifully small budget to acquire good books and to stimulate their use.

one room in biology, because of extreme variations in temperature.

The art room has two plaster busts and watercolor paint sets of the sort one sees in elementary schools. Mr. Tessier's office for the Flexible Campus Program and for Business Education is lodged in the supply closet for steno practice pads and ditto masters and the like. The machine equipment in the wood and metal shop is 50 years old. No drafting tables are available for the drafting classes. In one shop course, for example, the first three months of five days of instruction per week, are given over to expanding a scale drawing of the inside of the JPH shop itself!

Laboratory animals were added to the animal science course for the first time this year. They are housed in cages that fill up the back of one small classroom. They are used mainly to feed, weigh periodically, observe while breeding, and discuss; and no facilities for experimentation or clinical analysis are available, according to the instructor. The chemistry and biology laboratories are well supplied and have some new equipment in good working order in chemistry and one teacher grows beautiful plants and ferns in her lab room.

There are an ample number of typewriters, adding machines and other more complex machines available for business education, but they are crowded into two or three long, rectangular rooms at the back of the building.

INTERPRETIVE SUMMARY

JPH presents a relatively fragmented, outmoded, learning environment to the incoming observer-educator. There does appear to be a concerted human attempt to surmount the depressing shortages in resources and physical facilities among some staff.

Only one exhibit was evident in the halls. This consisted of pictures of students who served in what appeared to be World War I, though the display is so faded that it may have been World War II, aged to look older. No playing fields are available near the school, nor is there any space set aside, indoors or out, where students might congregate. The one gymnasium is reached through basement corridors, one for each sex. The boy's hall goes directly into the locker room, not the gym.

Three years ago the school suffered a student outbreak. Headmaster Edward McHugh, who took over two years ago, is proud and relieved that "no such trouble" has exploded since then. He operates a fairly tight system of security and social control. In Mr. McHugh's view, "there is not an eager, scholarly atmosphere at Jamaica Plain High School. But Mr. Dentler does not appreciate that the student body is made up of students who will do anything for you - except study."

The four programs are incompletely interrelated. Each tends to operate as a school in itself, although courses -- especially academic courses -- are shared by students at

numerous points. The Bilingual Program carries the only touch of innovation in the entire setting, and it needs resources, recognition, and growth in clientele.

JPH students, at least 90 percent of them, travel daily by mass transit from the district to attend this school. They are one-third white American, one-third black American, and one-third Spanish-American, in composition. With a total JPH staff that is 90 percent white American, only the Bilingual students seem, in contrast to the students in the other three programs, to have a community of identification and interest.

PLANNING RECOMMENDATIONS

JPH should be integrated socially and academically. It is small enough and mixed enough to offer the prospect of becoming an exemplary learning environment.

Integration could be achieved by redressing the maldistribution of staff: the Bilingual, Business, and Agriculture programs should be staffed up, and the College Preparatory staffed down. All four programs should be organized to interdepend heavily on one another. The basic academic instruction provided by the humanities and science faculties should be redesigned to fit the learning needs of the bulk of the students and to reinforce their interest in a sound general education.

The Agriculture Department should bring itself into the urban 1970's with additions of staff and new offerings in

urban ecology, urban conservation, and manufacturing and distributive services pertinent to the urban end of the agribusiness system. Some courses with these names are listed but they are elective. Their content in the curriculum plans is also not contemporary.

Socially, each ethnic group of students needs a small turf and group unit of its own. All three should also be painstakingly represented in the student government and and dance, recreation, and athletic event planning by students. More black faculty would add to social balance too.

FINAL DISCUSSION

My theory is that JPH has, like many other urban high schools, developed a very incompletely altered model of the college-prep-centered curriculum circa 1920-1955. Nearly one-fifth of the classes taught at JPH are "strictly college-bound" courses. The faculty who teach these form the curricular backbone of the school and that backbone bends only far enough to offer fairly similar academic courses to nearly all of the students at JPH.

The model is tied to higher education rather than to the present needs and interests of most of the students. The model offers alternative programs but history is not harnessed to the cart of business or agricultural education, for example, nor is mathematics made to serve measurement needs in animal science or applications to usage in business.

The JPH faculty does not agree with this theory. They

feel they are appropriately organized and deployed. They believe that academic courses should form the backbone. I hope they are right and I am wrong because a model of the sort I would favor does not appear to be at hand in Boston -- unless it is at Copley Square High...

TABLE OF DISTRIBUTIONS

AT

JAMAICA PLAIN HIGH SCHOOL*

Program or Courses	No. Students	%	No. Faculty	%	No. Courses	%
College Prep	180	22	10	22	29	18
Business	409	52	8	18	52	32
Bilingual	100	13	6	13	19	12
Agriculture	100	13	5	11	11	7
General Adademic			16	36	49	31
	789		45		160	

*Data from Headmaster, December, 1973

PROGRAMS AT ROSLINDALE HIGH SCHOOL

Mary Stanton

Report to the Options and Alternatives Committee,
Boston Secondary School Commission

PROGRAMS AT ROSLINDALE HIGH SCHOOL

The first thing I saw as I walked up the path to the school were groups of students at each door painting. Miss Moran, the Headmistress, at the request of some students, brought some green paint to cover the spray paint used on the doors over the weekend. Pride in their building, a good trait.

Roslindale High School was opened in 1935. The original capacity was 1200 students. The present enrollment is just over 1500.

The two Junior High Schools, the Shaw in West Roxbury, and the Washington Irving in Roslindale, are the two feeder schools.

The school is located just off busy Roslindale Square, on Poplar Street.

The racial mix is 70 percent non-white, with a great many Greek families moving into the area.

The drop-out rate for the 1972-73 year was 3.4 percent or 51 drop-out students out of the total of 1503.

My first visit was spent just talking with Miss Moran in her office. A very busy place; open but businesslike. Students in and out; teachers checking with the two secretaries,

who didn't seem to stop!

My second visit was a tour of the building. This school was built to teach business and college courses. There are no shop or cooking facilities. They do offer some sewing classes.

One of the reasons for the very crowded feeling is the need to utilize every nook and cranny, as many programs have been added to the original curriculum planned for this particular building.

A small utility room, at the lower level, has been transformed into a music room. The sound proofing was done by the music teacher and some of the students.

One locker room was dismantled, bricked in, and used for an office for the Flexible Campus; the other part is a reading lab. Lockers line the corridors.

The library was in good use; there was a librarian and some good research material, but so small! I can't see how it could serve 1500 students. (City library is just at the corner -- that's good.)

One moderate size gym serves both male and female students. Not adequate, but they are making the best of it.

The cafeteria serves the purpose. There are three lunch periods. It is also used as a study hall. Here again I saw a good feeling for the school. The students, on their own time, are in the process of sanding and refinishing the

tables.

The auditorium -- when is an auditorium not an auditorium? When it's a study hall. The first 15 or so rows of chairs have been replaced with plastic contoured desks and chairs.

The building is very clean, and the art students have contributed toward making the corridors more attractive.

I found Roslindale High School warm and relaxed. The students I saw changing classes do not seem to be intimidated by the sight of the Headmistress, many saying "Hi!" on the way by, others just being kids on a Friday afternoon.

SPECIAL PROGRAMS

JUNIOR GRADUATION

Starting with the school year 1973-74, IT MAY BE possible for students to graduate after completing three years of high school.

ACHIEVER COURSES

At present, achiever courses or programs are offered in English, mathematics, science and history. These courses cover subject matter more rapidly and deeply. In the 12th grade these courses usually involve college level work.

TUTORING SERVICES

A student or his parents may, after talking with his subject teacher or his counselor, wish to have a

tutor to help with a special problem. Members of the National Honor Society are available for tuturial help. Students must apply for this help.

ESL -- ENGLISH AS A SECOND LANGUAGE

This program is designed to assist those students whose native language is not English.

STUDENT ACTIVITIES

Students are encouraged to participate in the following activities: Afro-American Club, Art Club, Athletic Association, Baseball, Basketball, Engal Newspaper, Bowling, Cheerleaders, Chess Club, Drama Club, Girls' Chorus, Football, French Club, Golf, Glee Club, Greek-American Club, Hockey, Home and School Association, National Honor Society, Italian Club, Key Club, Keyettes, Latin Club, Library Club, Math Club, Pep Club, Photography Club, Red Cross, Riding Club, Rifle Club, Science Club, Soccer, Spanish Club, Student Council, Student Advisory Council, Tennis, Track, Transcript Staff, World Affairs Club, Yearbook Staff, Tutorial Program, Wrestling Club, etc.

FLEXIBLE CAMPUS PROGRAM

The Flexible Campus Program is part of the curriculum offerings in all Boston high schools. Roslindale High School is starting its second year of exploratory programs.

Flexible Campus Program is a descriptive name given to

the on- and off-campus programs that will be implemented during this school year.

In order to meet the needs of some students, changes have been made in the curriculum, and every effort will be made to make use of university, business, government and community resources.

The "on-campus" features of the program are open to all students; the "off-campus" features are restricted to seniors. Student participation is contingent upon parental approval, attendance and grade performance, career projection and his agreement to conduct himself in a manner befitting a student of Roslindale High School.

MINI COURSES

Mini courses are part of the Flexible Campus Program planning. As soon as class numbers are stabilized and available rooms are firmly established, mini course electives are announced.

SUMMARY

Roslindale High School

Established in 1935 for a capacity of 1200 students, offering business and college courses.

Present enrollment is about 1500 students.

Curriculum Offered (Basic)

- College
- College Business
- Business

Curriculum Additions (Flexible Campus)

- Major Electives
  - Distributive Education
  - Health Careers Education
  - Child Development

Mini Courses

- English and History

This school was geared to house and educate at 300 less students, in business and college courses. As a result of overcrowding and the need for a wider range of courses to fit the students' needs and the times, is it wise to crowd so much into one school? The school is "warm", the atmosphere calm and businesslike.

Maybe schools of this size and physical make-up shouldn't try to do everything. Do pupils miss out on a given course if the facilities are not adequate?

Appendix B

Costs of Latin and Day High Schools, Exclusive of Administration (General Control), Educational Direction and Supervision and Other Items, and with Direct Income Deducted*

Schools	Average Daily Attendance	Cost Per Pupil Average Daily Attendance	Average Daily Membership	Cost Per Pupil Average Daily Membership
1. Boston High	520	$ 829.93	569	$ 738.46
2. Boston Latin	1,815	1,108.41	1,937	1,038.60
3. Girls Latin	1,107	1,090.24	1,163	1,037.74
4. Boston Technical High	1,602	1,353.68	1,849	1,172.85
5. Boston Trade High	510	1,454,03	634	1,169.65
6. Brighton High	1,120	1,175.67	1,263	1,042.56
7. Charlestown High	854	971.94	1,002	828.38
8. Copley Square High	386	1,011.28	435	897.36
9. Dorchester High	1,382	1,300.11	1,671	1,075.26
10. East Boston High	1,002	1,443.84	1,225	1,181.00
11. English High	725	1,992.91	1,018	1,419.31
12. Girls High	319	2,184.89	437	1,594.92
13. Hyde Park High	1,263	1,324.85	1,604	1,043.19
14. Jamaica Plain High	449	1,753.78	617	1,276.25
15. Jeremiah E. Burke High	630	1,891.25	971	1.227.07
16. Roslindale High	1,221	1,142.59	1,422	981.08
17. South Boston High	1,632	1,365.38	2,135	1,043.70
18. Trade High School	276	1,801.28	371	1,340.04
TOTALS:	16,813	$1,323.71	20,323	$1,095.09

* Annual Report of the Business Manager to the School Committee of the City of Boston for the Calendar Year 1972

These costs are exclusive of direct payments to the Boston Public Schools from such sources as the federal government.

Appendix C

FOLLOW-UP STUDY

BOSTON HIGH and LATIN SCHOOLS

CLASS OF 1972

MAURICE J. DOWNEY, DIRECTOR

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF
VOCATIONAL
GUIDANCE

FOLLOW-UP STUDY

BOSTON HIGH AND LATIN SCHOOLS

CLASS OF 1972

Summary of Follow-Up Study Completed One Year After Graduation

JUNE 1973

NOTE

The Department of Guidance of the Boston Public Schools presents herewith its fifty-fourth annual report of the Follow-Up Study of the graduates of our Boston High and Latin Schools.

Part I (pages 2-3) shows in detail, the distribution of the graduates of each high school in educational institutions, in business and industry, and in the various branches of the armed services.

Part II (page 4) shows the percentages of the graduates of the Class of 1972 in each of the above classifications. For purposes of comparison, the corresponding tabulation of the preceding class, that of 1971, is included.

1. The total number of the 1972 high school graduates (4,167) is slightly smaller than the total for the 1971 class (4,173). These totals include the graduates of the College Preparatory, Business Education, General and Industrial Arts programs only, and they do not include the graduates of our five (5) year Cooperative Industrial programs, the latter total being 269.

2. A study of the statistics for the Class of 1972 reveals only a few significant changes from those of the Class of 1971. There was a definite increase of 4.4% in the number of boys attending degree granting colleges and an almost counter balancing decrease of 3.5% in the number of boys attending junior colleges. No other single category listed under the general headings of Day Schools and Colleges showed a variance of more than one percent (1%), plus or minus, for either boys or girls.

3. About 40% of the respondents answered the questions regarding the starting salary. From these returns we learn that for the boys the starting salary range was from $73.92 to $166.84, the median being $98.84; and for the girls the similar range was from $71.46 to $125.44, the median being $91.31.

4. Because of the tight labor market the vast majority of both the boy and girl graduates have remained in their entry positions for at least nine (9) months.

PART I

BOSTON HIGH AND LATIN SCHOOLS

DISTRIBUTION OF GRADUATES

CLASS OF 1972

	Total	B	G	Boston Latin B	Girls' Latin G	Technical B	Trade, Boys B	Boston High B	Boston High G	Brighton B	Brighton G
TOTAL GRADUATES	4,167	2,142	2,025	280	200	353	94	104	28	115	153
DAY SCHOOLS & COLLEGES	1,913	995	918	277	198	230	7	12	10	41	79
Colleges (degree granting)	1,380	826	554	277	191	201	2	9	3	26	39
Art Schools	29	19	10							1	3
Junior Colleges	97	22	75			4				3	12
Nursing Schools	43	—	43		4						8
Post Graduates (High Schools)	10	—	10						3		
Private Preparatory Schools	10	4	6			1			2		
Private Business Schools	39	8	31		1	1			1		2
Public Business Schools	149	21	128		2					2	11
Religious Career Schools	—	—	—								
Trade, Tech. & Jr. Professional Schools	156	95	61			23	5	3	1	9	4
WORKING	1,657	794	863		2	104	77	64	15	53	59
Professional, Technical & Kindred	7	6	1			2					
Cooperative Course Graduates	35	35	—								
Managers & Administrators	14	13	1			1		5			
Sales Workers	201	69	132			15	5	4		1	16
Clerical & Kindred Workers	810	212	598		2	23		33	12	8	37
Craftsmen & Kindred Workers	170	170	—			26	66			24	
Operatives, Except Transport	67	53	14			7		3			
Transport, Equipment Operatives	29	29	—			3	2	4		6	
Laborers, Except Farm	118	117	1			18	3	2		7	
Service Workers	195	88	107			9	1	13	3	7	6
Private Household Workers	11	2	9								
MISCELLANEOUS	448	205	243			3	5	16	3	4	14
At Home	24	—	24								1
Deceased	9	7	2						1	1	
Ill	6	4	2							1	
Married	78	—	78						1		9
Moved	62	29	33					4		2	4
No Response	177	98	79				3	2	1		
Special Cases	4	3	1					2			
Unemployed	88	64	24			3	2	8			
ARMED SERVICES	149	148	1	3		16	5	12		17	1
U. S. Air Force	35	35	—			3	3	2		3	
U. S. Army	46	46	—	1		1		5		10	
U. S. Navy	33	32	1	1		5	1	2		2	1
U. S. Coast Guard	4	4	—			1	1			1	
U. S. Marine Corps	30	30	—	1		6		3		1	
U. S. Merchant Marine	1	1	—								
EVENING SCHOOLS & COLLEGES	41	28	13			2	9	1	1		
Colleges (degree granting)	13	8	5					1	1		
Art Schools	1	—	1								
Junior Colleges	3	2	1								
Private Business Schools	2	—	2								
Private Preparatory Schools	2	—	2								
Public Evening Schools	1	1	—								
Trade & Technical Schools	8	8	—			1	1				
University Extension & Adult Education	11	9	2			1	8				

FOLLOW-UP STUDY

Copley Square			Dorchester		East Boston		English		Girls' High		Hyde Park		Jamaica Plain		Jeremiah E. Burke		Roslindale		South Boston		Trade, Girls
G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	G	B	G	B	G	G
67	29	52	129	239	109	130	221	90	227	244	51	102	158	144	272	201	245	45
20	18	34	30	91	42	31	144	55	67	128	14	30	73	34	98	59	63	8
11	18	27	18	36	25	12	115	23	41	65	8	19	39	26	49	50	40	
			1	1			1		13	2				2	4			
1		3	1	8	3	2	2	3		16	2	3	10	1	15	2	2	
1		1		7		1		1		8		1	1		4		6	
				3						1			1					2
					1			1		3	1							
		1				1	4	11		2	2	2	3		5		2	
7			7	30	3	7	4	9	2	18		2	10	1	18	2	12	2
		2	3	6	10	8	18	7	11	13	1	3	9	4	3	5	1	4
40	8	8	32	77	44	78	39	22	110	104	33	57	52	70	152	110	168	29
			1					1	2					1				
											11					24		
			1						5					1			1	
9		2	5	15	3	3	4	2	18	16	4	9	5		12	5	43	
30		6	10	49	24	66	13	12	25	74	3	38	40	41	140	16	88	4
	3				3				10		6			15		15		
			4	1			6	3	26			3	1			4	6	
					1				7							6		
	1		5		7		5		17		4		1	12		23		
1	4		6	12	5	7	11	4		12	5	7	5			17	30	20
					1	2				2								5
7		10	55	71	18	21	27	13	29	12	1	15	33	19	22	19	14	8
1				12								2	6					2
							2		2					1	1			
					1		1	1			1	1						
4		10		15		6		9		5		8	5		5		1	
			4	7	4	2	9	2				2	4	4	6		5	1
2			38	37	13	10	10		21	7			18			8	4	
																		1
			13			3	5	1	6			2		14	10	11	4	4
	3		12		5		11		21		3			21		13		
			3		2		5		4		1			4		4		
	3		4		2		1		7					6		5		
			5		1		3		5					5		1		
											1							
							2		5		1			6		2		
																1		
		2					6	1	5	7			1			3		1
		2					2		2	2						1		
										1								
							1		1	1								
										1								1
										2								
							1											
							2		2							2		
								1					1					

ONE YEAR AFTER GRADUATION JUNE 1973

DEPARTMENT OF GUIDANCE

PART II

COMPARISON OF DISTRIBUTION FIGURES

CLASS OF 1971

and

CLASS OF 1972

	BOYS (%)		GIRLS (%)	
	1971	1972	1971	1972
AY SCHOOLS & COLLEGES	45.6	46.4	45.1	45.3
Colleges (degree granting)	34.1	38.5	26.7	27.4
Art Schools	.9	.9	.4	.5
Junior Colleges	4.5	1.0	3.0	3.7
Nursing Schools			2.4	2.1
Post Graduates (High Schools)	.1		.7	.5
Private Preparatory Schools	.6	.2	.4	.3
Private Business Schools	.5	.4	1.5	1.5
Public Business Schools	.9	1.0	6.8	6.3
Religious Career Schools			.1	
Trade, Technical & Junior Professional Schools	4.0	4.4	3.1	3.0
ORKING	39.1	37.1	43.5	42.6
Professional, Technical & Kindred	.4	.3	.7	.1
Cooperative Course Graduates	6.9	1.6	1.0	
Managers & Administrators	.8	.6	.1	.1
Sales Workers	4.4	3.2	5.2	6.5
Clerical & Kindred Workers	7.2	9.9	31.0	29.5
Craftsmen & Kindred Workers	8.8	7.9	.1	
Operatives, Except Transport	1.5	2.5	1.0	.7
Transport, Equipment Operatives	1.8	1.4		
Laborers, Except Farm	3.5	5.5	.1	.1
Service Workers	3.7	4.1	4.1	5.2
Private Household	.1	.1	.2	.4
ISCELLANEOUS	9.0	9.6	10.8	12.0
At Home			1.0	1.2
Deceased	.2	.3		.1
Ill	.2	.2	.1	.1
Married	.1		3.8	3.8
Moved	1.4	1.4	.8	1.6
No Response	2.6	4.6	2.9	3.9
Special Cases	.1	.1	.6	.1
Unemployed	4.4	3.0	1.6	1.2
ARMED SERVICES	6.3	6.9	.6	.1
U. S. Air Force	1.6	1.6	.2	
U. S. Army	2.0	2.1	.2	
U. S. Navy	1.3	1.5		.1
U. S. Coast Guard	.2	.2		
U. S. Marine Corps	1.1	1.4	.2	
U. S. Merchant Marine	.1	.1		
EVENING SCHOOLS & COLLEGES	1.4	1.4	.7	.7
Colleges (degree granting)	.4	.4	.2	.2
Art Schools				.1
Junior Colleges	.2	.1		.1
Private Business Schools	.1		.2	.1
Private Preparatory Schools			.1	.1
Public Evening High Schools	.2	.1		
Trade & Technical Schools	.4	.4	.2	
University Extension & Adult Education	.1	.4		.1

Report of the
Committee on the Use of the City's Resources
to the
Boston Commission on Secondary Education

March, 1974

Committee on the Use of the City's Resources

(Resources Committee)

Commission Members

Leticia Wilson - Chairperson

James Case

Robert Melencieno

Richard Mertens

David Rockefeller

Mark Shedd

Vernon Sport

John Tyrell

Esther Williams

Alexandrina Young

Resource Members

Anne Hawley
Metropolitan Cultural Alliance

Emily Kiernan
Institute of Contemporary Art, VALUE

David Powell
Institute of Contemporary Art, VALUE

Vernon Skipper
National Alliance of Businessmen

Staff

Elisabeth Cody

Committee on the Use of the City's Resources

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The Committee on the Use of the City's Resources

Summary of Recommendations

1. A substantial portion of a Boston secondary school student's education should take place in school programs designed to use metropolitan area resources as the locations for and the basis of learning experiences. Resources should be broadly interpreted to include any private or public or commercial enterprise which can be used for educational purposes.
2. Except for those facilities currently approved for construction or for renovation, a moratorium should be placed on all future school construction until alternative means of providing space have been thoroughly investigated.
3. As an alternative to the construction of traditionally designed school buildings, the Committee recommends that a network of resource centers be developed that will enable substantial linkages to form between schools and resource institutions.
4. Added to racially balanced home base district schools, the Committee recommends taht an expanded use of metropolitan area resources form one of the central approaches to the creation of an educationally acceptable racial balance plan.
5. If students are scheduled to attend high school annexes in September, 1974, they should have an opportunity to participate in a variety of specially planned programs using various institutions as locations for learning experiences.

6. The four pilot projects developed by the Resources Committee should be evaluated, expanded and used as models for similar programs which could be available for students scheduled to attend high school annexes in September, 1974.

7. A central administration planning and coordinating staff must be developed at Beacon Street and specifically responsible for planning and implementing programs and a curriculum that rely on using the available city resources. Each middle and high school should have a planning team to design substantial city-based programs for their specific schools and in partnership with schools from other parts of Greater Boston.

8. Teachers should have an opportunity to expand their role as professional educators. They should have greater access to the resources available in the city and should be able to assume a major role in the design, direction and implementation of city-based programs.

9. Arrangements should be made immediately with the Massachusetts Department of Education for funds to pay for transportation expenses incurred to achieve racially balanced programs designed to use the city's resources.

10. An extraordinarily flexible scheduling system should be developed which will not restrict students from participating in city-based programs simply because of the inconvenience of arranging and rearranging schedules.

11. In order to reduce the obvious duplication and overlap of separate agencies interested in the development of similar ideas, a Commission staff member should be assigned to work with the Metropolitan Cultural Alliance. Together, they would work with the Boston School Department on issues of mutual concern: transportation; funding of programs; facilities analysis; creation of an information clearinghouse.

12. Students should develop career awareness through exposure to the options available in the Metropolitan area. This could take place by having work-study internships form a part of each student's secondary school experience; by establishing satellite schools at job sites; by creating partnerships between individual schools and corporations.

13. If the Commission continues for a second year, special emphasis should be placed on examining in detail how resource centers, magnet resource complexes and resource programs can be financed.

14. If the Commission continues for a second year, it should be used to the maximum extent possible to prepare for the September, 1974, opening of secondary schools in the City of Boston. The Commission should offer its services to the School Committee to aid in the design of alternative learning environments which will emphasize city-based activities and expand the program opportunities available to secondary school students in Boston.

15. Students now working in city-based school programs should be used as a reservoir of information concerning their experiences. Great consideration should be paid to their recommendations, and the views of other students should be actively sought as well.

Committee on the Use of the City's Resources

Interim Report

I. Introduction

The Committee on the Use of the City's Resources has approached secondary education in Boston by considering additional options which should be available for students and for teachers. Central to the Committee's recommendations is a desire to enable students and teachers to have substantial access to the cultural, educational and business resources of the Metropolitan Boston area. The Committee's basic objective is to increase the options available to students and to teachers by expanding the traditional boundaries of education to include a much broader variety of experience. This objective is particularly appropriate in Boston. With its rich cultural and artistic resources, its comprehensive social and health services, its business, industrial and commercial community, its institutions of higher education, its scientific and recreational facilities, Boston offers an environment which has extraordinary educational implications for program development in the City's public schools.

In general, the Committee advocates a school facilities and program design which provides a student with a sense of school community and a sense of openness to the vast

array of educational opportunities that exist in Greater Boston; a design which recognizes that education does not take place entirely within the confines of a school building.

The Committee contends that one very important obligation of public education is to provide each student with an opportunity to understand how his or her physical and social environment operates. Each student should be comfortable with his environment and able to use wisely what it has to offer. Public education should design programs and provide opportunities that will enable all students to possess the benefits of institutions and activities which are too often available only to people who can afford the price of admission. Public education should make it easy for students from all parts of the city participate in thoughtful programs which will broaden their views and their realms of experience. This means providing students with access to educational activities which include all aspects of contemporary culture.

Using the available city resources for educational purposes is not a new idea in Boston by any means. Through innovative programs like Flexible Campus, Copley Square High School and VALUE (Visual Arts Laboratory in Urban Education, a project of the Institute of Contemporary Art), a larger vision of what secondary education in Boston might be like is growing sharper.

Copley Square High School

Copley Square High School is designed to make constant use of the resources in the city. Students and teachers take advantage of activities which can be developed using a variety of institutions within the Metropolitan Boston area. The out-of-school activities are an extension of the school itself and specifically connected to an educational philosophy and a consistent approach to program design. (See page 109 of the Options and Alternatives Committee Interim Report for specific examples.)

However, the school's enrollment is limited and Copley Square High School is still popularly viewed as an "alternative" educational experience. The Resources Committee wishes to see the kind of activity generated at Copley Square High School become a very natural and substantial part of each Boston secondary school student's experience. City-based, non-school programs should not be considered as "alternatives" and somehow deviant from "real" education.

Flexible Campus Program

The Flexible Campus Program involves over 2,137 students from 15 high schools who use the City's resources in a number of ways. (See page 68 of the Options and Alternatives Committee Interim Report for specific examples).

However, the Resources Committee is concerned that the very important issue of connecting schools and resources to a well-developed curricula is not being addressed. The

Committee very much appreciates the need for teachers who are professional educators to direct and evaluate the learning activities in which students are participating.

VALUE

VALUE is a program developed by the Institute of Contemporary Art with the cooperation of the Boston school system. It involves the Institute, high schools, and colleges from the metropolitan area. VALUE uses the visual arts as a way for high school students to investigate and react to their urban environment, human and physical. Essentially, VALUE is concerned with three issues:

> ...first, to develop viable curriculum alternatives in the visual arts for the major participating school system, that of the City of Boston; second, to provide an opportunity for students in higher education, particularly in the arts, to explore new learning and teaching situations and alternative educational environments found in the VALUE program; third, to develop ways through which professionals and others in the arts, design and related fields may involve themselves and their unique resources in the educational process.

VALUE is doing precisely what it proposed it would do, and students are learning about the city and enjoying it. VALUE is also anxious to serve three additional functions; 1) it wishes to become an Open Laboratory for visual arts activities to be held; 2) it wishes to act as an Information Resource Center that would tie into museums, universities, city and business agencies; 3) it wishes to serve as a Clearinghouse for Outside Resources that can match students

with institutions and groups and individuals for special instruction and materials.

In fact, VALUE is creating activities and developing ideas which should be generated by and within the Boston school system. Problem: VALUE does not belong to the Boston School Department. It is not part of the on-going operating budget and it will have to depend upon the vagaries of outside financial resources for year-to-year funding. The Resources Committee is very concerned that programs which originate with non-school agencies and gain the approval and cooperation of the School Committee should also gain the financial support of the School Committee. A mechanism must be established so that programs which have proved themselves and can demonstrate how they can be included in the normal operating budget can then become a permanent part of the school system.

Copley Square High School, Flexible Campus and VALUE each carry their own generic limitations. Copley Square embodies an idea which is available only to those students who attend that school. Flexible Campus activities, although they reach a large number of students in most of the high schools, are not connected to a specific curriculum in any consistent fashion. Although organized around a curriculum and potentially capable of expanding to include many more students, VALUE has not become a line item in the school budget. Consequently, when those who are running the program now decide to move on to something

else, there is no guarantee that the educational innovation fostered by VALUE will continue.

However, while each of these programs may bear certain limitations, each has established general principles that demonstrate how the city's resources may be used to better advantage. The Resources Committee wishes to see the best parts of Copley Square, Flexible Campus, and VALUE combined to form a School Committee policy concerning city-based programs which can be applied on a very broad scale across the secondary schools of Boston.

The common bond shared among the Copley Square, Flexible Campus, and VALUE programs clearly demonstrates that is makes little sense to isolate a student from the world outside the school. Schools must enable students to observe and assimilate for themselves the world in which they are going to have to make decisions. If students have opportunities to participate in programs which confront real problems affecting the community, they will have a chance to learn how to learn. They will learn how to find and interpret information and to develop their analytical abilities at the same time. Secondary school students must be presented with an educational environment which allows them to be active participants in the educational process rather than passive recipients of textbook information.

It also makes little sense to attempt to create a mirror world inside each school. And, quite practically,

each school cannot hope to duplicate the resources of the Franklin Park Zoo or the Museum of Fine Arts, or the Prudential building. Furthermore, if students are to become integrated into society comfortably, they must have an opportunity to see how that society functions in order to recognize and feel at ease with the options which exist.

Consequently, the Resources Committee proposes that the City of Boston and the Boston School Committee take immediate action to design an extensive educational program which would use as effectively as possible the cultural, business, civic, and educational institutions of the Boston Metropolitan area. These institutions would provide the physical locations and the subject matter for an extraordinary curriculum. Such a curriculum would coordinate secondary school and institution activities to avoid program duplication and unnecessary competition for limited funds.

The Committee is not suggesting add-on or supplemental programs or a simple expansion of the Flexible Campus, VALUE and Copley Square High School programs. The Committee wants the available resources to become an essential, intimate and substantial portion of each student's secondary education experience. Each program would be part of a broader educational policy, would have legitimate curricular focus, and would be eligible for full academic credit.

If the Committee's objective of expanding school beyond its present borders is to be achieved realistically, a general policy for implementing this approach must be clearly developed and established by the Boston School Committee. Otherwise, out-of-school programs are likely to be considered add-on or enrichment projects which are not really essential to a secondary student's education and consequently need not be supported financially out of the School Committee budget. The Resources Committee wishes to develop a model whereby schools expand beyond their boundaries and make use of outside resources in a coherent, organized fashion, a fashion which is part of a consistent approach to secondary education in general.

II. Committee Pilot Activity

In an effort to do more than philosophize about possibilities to be explored in the sometime distant future, the Committee devoted a great deal of its time to the development of three pilot projects. Each project will demonstrate several procedures and principles the Committee considers important to establish if the city's resources are to be used more substantially and productively.

The proposals were submitted to the Metropolitan Planning Project for funding out of resources available

from their budget for programs designed to reduce minority group isolation through the development of creative learning environments. Two of the projects have already been funded and will begin operation by the beginning of March. The third project is still being considered by two separate funding agencies.

The Metropolitan Planning Project proposals (CASES, Theatre in the Schools, and WALLOP) were each written with three basic principles in mind:

1. Each program must connect specific schools with an institution or a resource which is able to provide a valid educational experience. The experience had to be valid not only from the view of the Resource Committee members but from the view of Boston students, teachers, department heads, headmasters, parents, associate superintendents and school committeemen.
2. Each program was designed to be an integral part of the regular school program. Consequently, the programs developed are courses which clearly belong to the primary subject areas of history, English, science and mathematics, subjects for which students will receive full academic credit.
3. Each proposal was designed so that it <u>could</u> be funded through regular, tax-levy funds. While the programs would make use of outside funds in

order to handle start-up costs, part of the pilot start-up activity is to arrange to have the programs become a permanent part of the School Department. Each proposal was designed in the following fashion to take care of the basic cost of the educator who would be teaching the program.

a. Each program would adhere as closely as possible to the agreed upon teacher/student ratio established by legitimate contract negotiation between the Boston Teachers Union and the Boston School Committee.

b. Each course offering would tie into a specific resource, and students from an individual school would be scheduled in numbers which subscribe to the accepted class size.

c. When students are scheduled according to the existing teacher/student ratio, a teacher from that school can be assigned to the institution or resource which is being used. Thus, students from a variety of participating schools can meet at resource centers (resource center is to be broadly interpreted to include hospitals, businesses, cultural institutions, etc.) under the direction of a teacher who coordinates the curriculum design with the institution and makes certain that the resources are being used as productively as possible.

d. Since each program will be racially balanced, the Massachusetts Department of Education should be requested to provide for transportation expenses out of funds available for purposes of racial balance.

Abstracts of each of the proposals submitted to the Metropolitan Planning Project are included on pages 202-216 of this report. The complete proposals as formally submitted to the Metropolitan Planning Project are included in Volume IV of the Commission Interim Report. Following are thumbnail sketches of each program.

A. WALLOP will demonstrate how students can rotate among specialized science institutions and participate in a curriculum designed cooperatively by teachers and by institution staff people. It will show how existing teachers can participate in designing and providing substantial and continuing education programs which allocate the available resources more efficiently and more imaginatively.

B. CASES will demonstrate alternative spaces which can be used by secondary school students for educational purposes and a curriculum which depends upon using the metropolitan area as a laboratory for history and economics. Students will work in task groups to investigate very real problems. CASES, like WALLOP,

also demonstrates how teachers can be relocated and thus how the boundaries of school can be expanded.

C. Theatre in the Schools will demonstrate how the special services and training of a particular group or organization can be purchased to provide students with an otherwise unavailable educational experience. The Theatre Company of Boston, a professional resident acting company, will teach a theatre production course similar to the theatre program the Commission sponsored at English High School during September and October of 1973.

In addition to the Metropolitan Planning Project proposals, the Committee has been very interested in developing an additional pilot called MATH. Although still very much in the discussion stage, MATH could demonstrate how business and education can work together using the basic WALLOP plan in order to develop courses which will prepare students to understand and to use mathematical principles more effectively. MATH could demonstrate how teachers, students and business people can move back and forth between schools and businesses to their mutual advantage.

An initial draft abstract for discussion purposes only is included on page 210 of Volume IV.

It's Time

In designing the three proposals, the Resources Committee became fully aware of the more intimidating problems involved in trying to establish linkages between schools and community resources. Several of the Committee's recommendations, particularly those pertaining to resource centers, planning staff, transportation arrangements and scheduling, are based on very practical experiences resulting from its work on the proposals. While the problems are considerable, they are not insuperable. The people in the Boston School Department, from associate superintendents and students and teachers, to headmasters and School Committee members, are very receptive to arrangements which will provide greater opportunities in public education. Similarly, the Committee has found that community resources are quite receptive to considering specific proposals for interaction with schools rather than nebulous, "What do you think you can do for us?" requests. What is desperately needed is a commitment from the School Committee to take the problems and to begin planning ways to solve them.

The problems and the planning will not wait for comfortable consideration and "there's always tomorrow" procrastination. September, 1974, will find Boston at a turning point in its educational history, a turning point which can provide the city with an opportunity to create outstanding secondary education program offerings. Among the many planning problems the September, 1974 school year has yet to resolve, is the possible use

of three high school annexes, annexes which offer students minimal educational advantages. With effort, many of those students could begin their high school careers in programs designed to provide them with the best the City has to offer rather than make-do schools, an unimaginative solution to overcrowded classrooms, and a racial balance plan which presently does not provide students with a sound educational program design.

III. Resource Committee Interim Report Recommendations

A. Use What's There

A substantial portion of a Boston secondary school student's education should take place in school programs designed to use metropolitan area resources as the locations for and the basis of learning experiences.

1. A resource is to be as broadly interpreted as possible to include any private or public or commercial enterprise which can be used for educational purposes. Possible resources have been catalogued and described by a number of agencies: the Massachusetts Council on the Arts and Humanities, "Cultural Resources Handbook Series;" the Metropolitan Cultural Alliance, "Culture Cracks the Blackboard;" Educational Planning Associates, Inc., "The City as Educator;" the Junior League of Boston, "City Resources for Boston Teachers;" Boston Flexible Campus Program, "Resource Catalogue, 1973-1974;" the New England Telephone Company, "Boston Area Yellow Pages."

2. By using the available resources effectively, students will learn to make judgments on the basis of primary, firsthand evidence and experience rather than secondary source material.

B. A Moratorium on Building

Except for those facilities currently approved for construction or for renovation, a moratorium should be placed on all future school construction until alternative means of providing space have been thoroughly investigated.

1. Space Will Be Needed

According to the interim report of the Space Committee, Boston's current building and renovation program is insufficient to meet the expected rise in high school population. In spite of the secondary schools which are already scheduled for construction, by 1980 there will be 6,000 secondary school students for whom traditional classroom spaces will not be available. Interestingly enough, the need for those 6,000 additional spaces will begin to decline after 1980. Consequently, one wonders if Boston can afford to spend millions of dollars for the captial and operating costs of traditional school buildings that will be needed for only a very limited period of time. One also wonders whether

those buildings, even if financed, would ever be ready when needed given the inevitable planning and construction problems likely to emerge.

2. An Alternative to Building Traditional Schools

The Committee on the Use of the City's Resources proposes that Boston avoid spending millions of dollars on the construction and operation of traditional school buildings which may become unessential. Instead, the Committee proposes that significant portions of a secondary school student's education take place in resources which are outside of schools but accessible and available within the Metropolitan Boston area. Initially, programs could be developed using space currently availabe in existing institutions in the City. However, a network of resource centers needs to be developed because institutions are not presently organized to handle large numbers of students for any sustained period of time.

3. Resource Center Network

In developing pilot projects, the Committee was presented with two obvious but basic situations regarding the availability of resources in the City.

a. There are resources already capable of being used as educational centers. These resources simply need to be linked to schools and supported in some measure financially. This kind of resource is scarce. Institutions have not been planned to include facilities that will enable large numbers of children to go to school in spaces convenient to special resources. The New England Aquarium, for example, is able to schedule a program like WALLOP (see page 208 for description) only from 12:30 to 2:30 in the afternoon, the Aquarium's "dead" time. Other major institutions have well-developed programs and their own scheduled activities. To participate in a sustained partnership with schools would mean a substantial commitment to rearranging institutional space, programs, schedules and budgets.

b. There are resources which are difficult to use for educational purposes without developing some additional mechanism to provide students and teachers with space which is convenient to a resource.

The Committee recommends that intermediate areas, resource centers specially designed to

provide programs which would link schools to city resources, should be found and/or constructed instead of traditional secondary schools. The Committee sees essentially three kinds of resource centers:

1. Resource Institutions which are used directly (i.e., Boston Zoological Society, New England Aquarium, Children's Museum);
2. Resource Centers which are specially constructed or renovated to provide a convenient place for students and teachers to meet and to use a specific institution;
3. Magnet Resource Complexes which would specialize in very specific interest areas and coordinate resource center planning.

Resource Centers would provide a neutral site in which teachers, students, museum personnel, businessmen, artists, etc., could meet and develop new programs and fresh approaches to learning. Resource centers can assume a variety of different forms: space in existing facilities can be developed (i.e., The Franklin Park Zoo is being expanded and developed. School space should be part of its development.); conference rooms in office buildings can become classrooms; renovated warehouses, a barge, townhouses, relocatable

classrooms, historic buildings, churches, etc., could all provide spaces which connect students and institutions.

The CASES proposal developed by the Resources Committee is using a classroom space at Simmons College as a resource center. The Simmons space is a neutral site in which students from several schools will meet for specific kinds of learning activities. However, most of their class time will be spent doing fieldwork in resources that will stretch from John Hancock, to used car dealers, to City Hall. The resource center merely provides a take-off point from which students reach a variety of other places and spaces.

Magnet Resource Centers should be developed and available to the entire Boston student population. Such resource centers would specialize in specific interest areas and would not have their own permanent resident student population. Students would be scheduled for a magnet resource center in discrete units of time for specialized educational experiences. Care must be given to insure that district schools are not undercut. A resident resource center would quite likely pull too many talented students away from the district schools and thus reduce the exchange and development

of interests among the students remaining in those schools. The Committee advocates constant exchange between resource centers and district schools.

Complete Magnet Resource Complexes like an Occupational Resource Center, an Arts Resource Center (fine, applied and performing arts), an Environmental Studies Resource Center (science and natural history) or an Urban Studies and Human Services Resource Center should be developed for a number of reasons. Such Magnet Resource Complexes could not only provide specialized educational activities, but could also serve as central clearinghouses for the development of programs that would coordinate the use of the various city institutions. Students interested in pursuing special interests in special facilities could request that a course be developed to satisfy their needs. The clearinghouse could organize and recruit sufficient numbers of students from other parts of the city to make such arrangements financially possible. Furthermore, Magnet Resource Centers could also perform a vital coordination job. There is too much duplication of effort in Boston, too many different people and different agencies trying to do the same thing.

The proposals (CASES, Theatre in the Schools, WALLOP and MATH) developed by the Committee each relate to possible Magnet Resource Complexes which could be considered by the Boston School Committee and the Public Facilities Department for development.

The Committee's interest in career development and using the City's business, commercial and industrial resources logically relates to the need for the Occupational Resource Center. This Center, one which has been discussed, planned and stalemated for at least 5 years, should be constructed immediately and include programs which will relate to and use the City's resources to provide students with experiences in real life settings.

The Committee's interest in the Theatre in the Schools Program leads to the desirability of establishing an Arts Resource Center. Such a center would provide a specialized curriculum in fine and applied arts. Programs should be designed to make maximum use of resources and arts institutions which already exist: Boston Center for the Arts, the Museum of Fine Arts, the Elma Lewis School of the Arts, the Proposition, Collage, the Boston Symphony Orchestra, Theatre Company of Boston, The Institute of Contemporary Art, the Boston Architectural Center, the New England

Conservatory, the Mayor's Office of Cultural Affairs, etc.

CASES was developed with a desire to have students become involved in and familiar with assessing and examining the various aspects of their community. A Magnet Resource Center for Urban and Human Services could provide a focal point for investigating such areas as health and social services; education; urban planning and design; commerical enterprises; the operation of city, state and federal government. As with other resource centers, programs should be clearly linked to such institutions and agencies as the Boston Redevelopment Authority, City Halls, the City's many hospitals and health centers, etc.

An Environmental Studies Resource Center could provide a special program focus for science and natural history. It could create programs such as WALLOP that would unify institutions specializing in or offering access to various science disciplines, i.e., the Franklin Park Zoo, the Arnold Arboretum, the Smithsonian Astrophysical Observatory, etc.

C. Racial Balance with a Program

Added to racially balanced home base district schools, the Committee recommends that an expanded use of metropolitan area resources should form one

of the central approaches to the creation of an educationally acceptable racial balance plan. Students from different racial and ethnic groups should be able to meet because there is a sound educational program for them to share rather than an arbitrary mix and match courtroom numbers chart. Ideally, students would apply to city resource programs on a voluntary basis and equal numbers of minority and non-minority students would participate on a balanced basis. As was fully demonstrated by the pilot activity of the Theatre Company of Boston from September through January, such voluntary selection works. Students meeting and sharing common interests discovered they had a great deal to exchange and to learn together. They had reason to work together.

D. An Opportunity

By September, 1974, if students are scheduled for attendance at high school annexes, they should have an opportunity to participate in a variety of programs using various institutions and resources as locations for learning experiences. This would provide students with a potentially valuable educational experience and the Commission with a chance to test some of its ideas on a realtively large scale.

The models demonstrated by the appended abstracts could be developed, expanded and adopted so that similar programs can be easily designed and multiplied to

to include significant numbers of students. The Resource Committee proposals, combined with others that could be developed this Spring and Summer, could be piloted this September and available to those students slated for high school annexes.

E. Planning to Use the City?

A central administration planning and coordinating staff must be developed at Beacon Street and specifically responsible for planning and implementing programs and a curriculum that rely on using the available city resources. Sensibly, this team should begin this Spring to plan and implement programs for at least those students who may be relegated to inadequate annexes in September, 1974. It seems logical that this staff could be an expansion and an extension of the existing Flexible Campus Program. One member of the central staff would be particularly responsible for evaluation and for determining how student performance and a city-as-school program should be assessed. Each middle and high school should have a planning team (again, an expansion and extension of the role and staff of the Flexible Campus Coordinator seems logical) to design substantial city-based programs for their specific individual schools

and in partnership with schools from other parts of Greater Boston.

F. Teachers and City Resources

Teachers should have an opportunity to expand their role as professional educators. Education is a partnership which should be shared by all elements of a society. It should be a cooperative venture to be directed by teachers who use the special training and skills of people who are not necessarily credentialed instructors. It is the teachers in the Boston Public Schools who are the crucial audience to address when trying to use the city's resources. Commissions will come and go as will individual programs and agencies attempting to use the city's resources. Consequently, projects developed using the city's resources must be designed in cooperation with teachers who will continue to develop and use ideas because they make practical sense and because they are beneficial to students. It is the teacher and his or her class that is the dynamic working unit of public education.

1. Teachers must have much greater access to city resources themselves. If it becomes policy to increase the emphasis on city-based

programs, teachers should be encouraged to develop their own projects. The mechanism for handling scheduling transportation and evaluation problems must be established so that teachers do not have to use hours of their time chasing details which have nothing to do with teaching and learning.

2. If resources are to be developed for educational purposes, teachers will become directors and coordinators who use the expertise and special knowledge and skills of resource institution staff people. A teacher assigned to Polaroid may teach mathematics using a chemist and a marketing expert, an accountant and a financial forecaster. Each of those people have particular contributions to make to the education of students. A teacher could supervise and organize the process by which those contributions can be made.
3. Schools and teachers will become brokers matching the educational needs of students with resource programs designed cooperatively by teachers and resource institution staff people.

4. A continuing two-way exchange will develop with teachers and institution staff people moving back and forth between institutions and schools.

G. Schools Need Wheels

As already mentioned on page 180, arrangements should be made immediately with the Massachusetts Department of Education for funds to pay for transportation expenses incurred to achieve racially balanced programs designed to use the city's resources.

H. Schedules to Keep

When developing the Metropolitan Planning Project proposals and ways to use the city's resources, one of the most disconcerting problems to tackle was not program design, nor staffing, nor teacher training, nor student cooperation, nor administrative approval; it was the master scheduling plan. Program becomes the victim of bells and schedule cards and time clocks. Consequently, the Resources Committee recommends that an extraordinarily flexible scheduling system be developed. The Committee recommends a design which would ease students in and out of their district schools according to the time needed to complete specific programs. The Committee recognizes the hours of time that will be spent in creating schedules. However, it makes much better sense for

schedules to be designed around programs students want to take than to have the reverse situation of students and teachers subject to the limitations of a bell system. The scheduling possibilities are as expansive as the flexibility of one's mind.

1. Academic credit could be given in time blocks. Completion of one block (could be three days, three weeks, six months, etc.) yields a specific number of points. Courses would have to be rated individually as in colleges and universities with different credits given depending upon the complexity and demands of each program.
2. The Model City Partnership model might be followed: 3 days in a resource, 2 days at a home base school.
3. Students could be scheduled in resource centers in six-week blocks followed by six-week blocks in a home base school
4. To allow for a greater, more constant exchange between home base schools and resource centers, students might spend either mornings or afternoons in a resource center and the reverse time block in their home base schools.

I. Reduce Obvious Balkanization

There is a tremendous amount of overlap and duplication of effort among the various planning

agencies in Boston. The Boston Commission on Secondary Education, the Metropolitan Planning Project, the Boston Public Schools, the Metropolitan Cultural Alliance, the Institute of Contemporary Art, the Mayor's Office for Cultural Affairs are all quite actively sharing similar viewpoints and covering similar ground quite independently of each other. Occasional meetings do not achieve the systematic coordination required to produce consistent policy and an efficient approach to allocating resources in an efficient manner. The Committee recommends that a Commission staff member be assigned to spend at least two days a week working with the Metropolitan Cultural Alliance. Together the Commission and MECA would work with the Boston School Department on the Metropolitan Planning Project study which would address such issues as:

1. Transportation - state support for; a shuttle system.
2. A mechanism for funding programs designed to use cultural institutions.
3. The need to provide a central clearinghouse which contains information about programs, schedules, institutions, and schools and a means for matching interests.

4. The examination of institution capacity and assessment of possible resource center sites (magnet center complexes and third site resource centers).

Potentially, such a study and such a cooperative venture could find solutions for the obstacles which reduce the school system's ability to use cultural institutions effectively. Such a cooperative venture would coordinate the ideas and planning of a number of agencies trying to reach the same end -- an expansion of the boundaries of education.

J. Career Exposure Naturally

A primary portion of a student's participation in career education programs should be designed around the resources available in the Metropolitan Boston area. Students should be directly and indirectly exposed to a variety of career opportunities and the kinds of jobs which exist in the Boston area.

1. Work-study internships should form a part of each student's secondary school experience.
2. Satellite schools located at job sites should be established and teachers assigned there to direct, coordinate and provide a varied curriculum.
3. Partnerships between individual schools and corporations should be developed. A corporation and a school could "adopt" each other.

The Committee believes that a program emphasizing the use of the city's resources represents a particularly effective way of providing "general" studies students with career exposure within the academic framework of a planned curriculum. The Committee is concerned that the vast majority of secondary school students participating in a "general" studies curriculum tend to be excluded from both specialized academic programs (college preparatory courses) and from vocational preparation programs. It is the Committee's feeling that programs emphasizing the city as school should be available to all students and would help reduce the labels applied to students, i.e., "academic," "vocational," "general." It is the Committee's recommendation that at the very least all students should develop career awareness through exposure to the options available in the Metropolitan area. Such exposure should be built into the design of every course of instruction which uses the city as school.

K. Financial Matters

If the Boston Commission on Secondary Education continues a second year, a Finance Committee should be formed to investigate in great detail how resource centers, magnet resource complexes and resource

programs can be financed.

If the Boston Commission on Secondary Education continues a second year, program money for pilot project should be included in funding and refunding requests.

L. A Potential Planning Resource

If the Commission continues for a second year, it should be used to the maximum extent possible to prepare for the September, 1974, opening of secondary schools in the City of Boston. The Commission should offer its services to the School Committee to aid in the design of alternative learning environments which will emphasize city-based activities and expand the program opportunities available to secondary school students in Boston.

Appendices

A. CASES

B. Theatre in the Schools

C. WALLOP

D. MATH

AN ABSTRACT

CASES

(Cases and Studies of Economic Situations)

Submitted to:	Metropolitan Planning Project
Participating Schools:	English High School (urban) Jeremiah E. Burke High School (urban) Lexington Senior High School (suburban)
Number of Student Participants:	Fifty (50)
Number of Staff:	1 Project Advisor 2 Full-time Teacher/Coordinators 1 Evaluator
Location of Classes:	Home base classes will be held at Simmons College. Metropolitan Boston business, commercial, governmental and educational institutions will provide locations for extensive site visits.

In conjunction with the National Alliance of Businessmen, the Federal Reserve Bank, and the Lexington and Boston School Departments, B-HELP (Business History and Economic Life Program, a nonprofit educational corporation) proposes to initiate a planning process and a pilot course designed to provide a positive integrated education within the larger context of responding to the special needs of high school students. The basic purpose of the planning and pilot project would be to provide an approach to the reduction of minority group isolation in the Metropolitan Boston area by working within the larger framework of providing a stimulating learning environment.

The program will be directed toward a high school student's need to understand basic principles of economics and the way those principles operate in and affect society. This need will be coupled with the myriad of resources available in Greater Metropolitan Boston. The community will become the classroom and site visits to farms, small businesses, educational institutions, banks, electronic firms, etc., will be developed to introduce students to different viewpoints and relationships which influence economic history.

Students from participating high schools will be introduced to the "case study" method of teaching and learning by selected teachers and personnel from B-HELP. B-HELP has pioneered the thrust of this curriculum design since 1961 and has been involved with major universities and businesses in developing ways of increasing economic understanding by close and personal investigation of businesses and their economic history.

Students will have opportunities to work in racially, ethnically, and economically mixed task groups and to collect data through interviews, on-site visits and research which will contribute to the development of original, written case studies. Students would be encouraged to design their own cases from their own cultural, racial and ethnic experiences and observations. The cases developed by teachers and students would form the core of an economics curriculum which could be introduced through other classes (history, mathematics) and

could be expanded into more advanced courses. Tangentially, the Youth Motivation Group (from the National Alliance of Businessmen) would provide special career counselling and a comprehensive program directly relating to the CASES curriculum and which will emphasize the "world of work."

Students will be expected to be in the program from 12:30 to 2:30 each afternoon Monday through Friday from March through June. Students would receive full academic credit from their home high schools.

AN ABSTRACT

Theatre in the Schools

Submitted to: Metropolitan Planning Project

Participating Schools: Brighton High School (urban)
South Boston High School (urban)
English High School (urban)
Girls High School (urban)
Lincoln-Sudbury Regional High School (suburban)
Brookline High School (suburban)
Watertown High School (suburban)

The Theatre Company of Boston proposes to teach a theatre production course to seventy-five high school students from selected urban and suburban schools from January, 1974 through June, 1974. During the first three weeks of the program, the Company will give introductory performances and demonstration workshops in each of the participating schools. This initial period is important in order to recruit students, many of whom have never seen live theatre, and to provide students with the basic language of theatre and the encouragement to draw upon their own unique backgrounds for dramatic material. After this introductory period, the students from the different schools will meet at English High School in Boston for a theatre production course. From February 18, 1974 to June 15, 1974 groups of twenty-five students will work on creating their own original productions which would be taken back to the participating schools for performance. Students would work every afternoon from 12:30 to 2:30 and receive

academic credit from their home base schools. The production time would be approximately ten weeks so that performances could be presented in the beginning of May before seniors leave school. For younger students, the remainder of the year would involve more general theatre education: scene study, theatre appreciation and direction.

The basic assumption of this proposal is that theatre training is of educational value to all students and that many students now in public schools have little idea of the contribution they can make through theatre. The study of dramatic literature and improvisation provides a constructive way of allowing students with different perspectives to examine and to comment upon pressing questions that are not generally introduced into the classroom. One obvious problem confronting the Metropolitan Boston area is the racial and community isolation which encourages a distorted picture of reality and furthers the creation of destructive self images. In creating a theatre production, successful character study and role creation depend upon the breaking down of these stereotypes.

This pilot project is intended to serve as a model for introducing theatre arts into the school curriculum and for establishing a professional company of actor/teachers supported on a metropolitan basis. A course will be given for teachers on using theatre techniques in the classroom and a planning committee of teachers, administrators, parents and students will examine and determine the feasibility of replicating this project.

AN ABSTRACT

WALLOP

(Water, Air and Land Learning Opportunities Program)

Submitted to: Metropolitan Planning Project

Participating Schools: South Boston High School (urban)
English High School (urban)
Home Base High School (suburban)
Watertown High School (suburban)

The Trust for Environmental Education proposes to initiate a planning process and a pilot project which will invite the participation of a wide range of science institutions and schools in the design of an environmental studies curriculum. Those institutions which would be at the core of the planning process are: the Franklin Park Zoo, the New England Aquarium, the Boston Museum of Science, the Massachusetts Audubon Society, South Boston High School, English High School and the Watertown Home Base High School. A Spring 1974 pilot will be followed by an expanded program during the 1974-1975 school year. A curriculum will be developed for five 8-week modules, each concerned with a major component of land and water systems. Two of these will be prepared and piloted in April, May and June, 1974 -- an oceanography component modeled on an existing course at South Boston High, and a watershed course focused on the Charles River and the development of its environs. Additional modules may include a wetlands unit, both salt marsh and fresh water; a Boston basin unit; an uplands unit; a land use planning component; a water supply unit.

The project will bring students and teachers from varied communities and backgrounds together in integrated groups for on-site environmental learning experiences. A full year experimental curriculum will focus on land, air, and water systems, the interaction of ecology and technology, and the resulting social and technological problems. A wealth of metropolitan resources -- institutions, government and community agencies, the city and its natural environs -- will be available to the participants, and a career education component will provide students with exposure to a variety of opportunities in the environmental area.

MATH

A Possible Planning and Teaching Venture
Between Businesses and Schools

Draft Abstract -- For Discussion Purposes Only

Background

Since mid-October of 1973, the National Alliance of Businessmen and the Boston School Department have participated in a program called the Career Guidance Institute (C.G.I.). The purpose of the Career Guidance Institute was to bring people from business and education together to discuss mutual problems and ways in which private and public enterprise could contribute to solving those problems. As a result of numerous business and school site visits and weekly group discussions, Institute participants concluded that a heavy emphasis must be placed on the need for an improved counseling program; a secondary school curriculum that is more attuned to the requirements of business and the needs of students; and a program which would provide students with exposure to the many career alternatives available in the Metropolitan Boston area.

One possible approach to reckoning with those three issues is to begin developing school/business partnerships. The Resources Committee suggests that one approach might be to create a partnership which would deal with curriculum, career exposure and counseling by using business resources as site locations for teaching mathematics. Vernon Skipper of the

National Alliance of Businessmen has introduced the idea of a pilot project to representatives of five business concerns: 1) General Electric (Stan MacFarlane, Manager, Minority Programs); 2) John Hancock (Bob Volante, 2nd Vice President); 3) Honeywell (David Stockman, 1st Vice President); 4) New England Telephone (Phil Doherty, Manager, Office Employment); and Polaroid (Gladys Bishop, Director, Career Direction Workshop). The Boston Commission on Secondary Education has discussed the possible development of a school/business pilot project with Boston School Department representatives John Kelly (Associate Superintendent for Curriculum) and Charles Leftwich (Associate Superintendent for Planning). The response has been cautious but favorable. The planning and organization must be clearly developed in order to secure firm commitments.

Overview

MATH (it is not an acronym) could be developed to do several things:

1. Begin a very specific two-way exchange between businesses and schools which would result in the design of a mathematics curriculum that would provide students with training and experience that would make them more attractive to prospective employers. (General Electric rejected 90% of the Boston high school graduates who applied for jobs

in 1972 on the basis that they could not apply basic mathematical principles with any degree of effectiveness.)

2. Provide students with substantial exposure to a variety of career possibilities by having a problem-centered curriculum that would deal with actual situations in several very real industries that require the use of mathematics to arrive at solutions; financial forecasting, marketing, research and development, design, accounting, statistics, etc.
3. Provide students with resources the Boston Public Schools cannot hope to duplicate -- the personnel and the facilities available in such institutions as General Electric and Polaroid, computers, chemical laboratories, economy, engineering, etc.
4. Provide students with an opportunity to become more familiar with their metropolitan environment and consequently more open to the opportunities available in that environment.
5. Demonstrate how school programs can be racially balanced by developing educational programs in which students <u>choose</u> to participate because they are interested in a curriculum.
6. Unite career exposure and the use of the city's resources to a very specific curriculum directed by professional educators.

While the details and final design of MATH would depend upon the participating students, teachers and business institutions involved in its implementation, the following provides an initial way of approaching the matter in a way which will not cost the school department additional money.

1. Students from two selected high schools (South Boston and Girls High School) would be recruited by April, 1974, for the September, 1974 school year. (Schedules are made out by April for the following school year.)
   a. Students would take a traditional math course in a non-school setting using the rich variety of learning environments available in the Boston Metropolitan area.
   b. From each participating school, students would be recruited voluntarily in blocks of twenty-five in order to warrant the release of a teacher who can coordinate and direct the MATH activities. Each time a class is organized around the curren teacher/student ratio, a teacher can be relocated. Thus, additional teaching staff does not need to be hired.
2. The two teachers of MATH would direct and coordinate mathematics curriculum which would use the special resources inherent in the business activities of each participating institution. They would set up problem

units; pair students with business personnel (chemists, economists, data analysts, etc.) for special problem solving experiences; introduce specific concepts and develop ways to illustrate the practical application of those concepts.

3. The actual mechanics of MATH will depend upon the amount of space each institution can provide for "classroom" meetings and the extent to which that institution will be able to assist in the development and presentation of a curriculum.

   a. Students could meet in groups of ten at each of the five participating institutions. This is a small enough number so that space should not be a problem. Problem: a teacher would not always be available in each institution. Students could meet in groups of ten for two hour periods and would rotate among the participating institutions in 6-week blocks.

   b. Students could meet in groups of twenty-five at two institutions. Problem: sufficient space for twenty-five students to meet in. However, this problem is off-set by the benefit of having a teacher available to the institution and students at all times. Students might use conference rooms at John Hancock as home base centers and take discrete portions of MATH in other institutions. The variations, of course, are many and

simply depend upon what is workable. The basic principle is to use more effectively the resources the city has to offer for educational purposes.

Planning Activities to Begin Immediately

1. Identify two Boston mathematics teachers who would be willing to direct planning activities and teach MATH.
2. The two directors would:
   a. organize and coordinate the planning of a math curriculum with the core business institutions and with the participating school math departments;
   b. initiate a process by which the various business institutions would establish the goals and objectives of the planning procedure and the pilot project;
   c. recruit students to participate in the course on a voluntary basis;
   d. demonstrate how the program can be financed under existing school budgets;
   e. concern themselves with solving scheduling and transportation problems. Since the program would be racially balanced, application can be made to the State for transportation expenses.

Possible Planning Assistance

A great deal of legwork, initial course design and program arrangements might be carried out with the assistance of graduate students in the Tufts University Graduate Program in Urban Social and Environmental Policy.

Issues to be Addressed

1. The assignment of school department teachers to non-school learning environments.
2. The certification of non-credentialed teachers (accountants, stock brokers, analysts) for the periods in which they teach.
3. Block scheduling of students to enable them to have at least two consecutive periods in a business institution. Arrangement of double credit for what would essentially be a double course.
4. Preparation of teachers to use institutions as effectively as possible.
5. Preparation and examination of specific ways the resources of an institution could be used on a daily basis by the students participating in the MATH course.

Report of the
Committee on Change and Governance
to the
Boston Commission on Secondary Education

March, 1974

Committee on Change and Governance

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Josephine Fiorentino - Chairperson

Joan Buckley

Charles Carroll

Kermit Morrissey

Resource Members

John Best
Headmaster
Hyde Park High School
Boston Public Schools

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Parent, Boston Public Schools

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Committee on Change and Governance

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SUMMARY OF MAJOR RECOMMENDATIONS

1. That the Boston School Department go beyond its present level of support and structural definition for School Councils to the point of clearly defining and setting out guidelines for the substantive matters which such Councils should address.
2. That local school administrators recognize that School Councils represent a positive resource with which policy and program decision-making should be shared.
3. That parents, students, and teachers at the local level engage in a more active effort to encourage local school administrators to form School Councils and to create a meaningful role for them in the decision-making process.
4. That the Boston School Department as well as persons at the local level seriously consider, debate, and accept or reject the notion of a School Council having a formal role which is more than "advisory" and which provides a grievance procedure for instances of disagreement at the local level.
5. That the Home and School Association seriously consider restructuring its organization in order to enhance its effectiveness.

6. That within its new Promotional Rating System, the Boston School Department consider changing the composition of Community Screening Committees considering vacancies at the junior high and middle school levels so as to eliminate the strong weighting toward administrative representation.

7. That, especially during the trial period, the Monitoring Committee established under the Promotional Rating System remain in very close contact with those who are conducting training for Screening Committees.

8. That the Commission on Secondary Education, through staff or a subgroup of Commission members, actively monitor progress in implementation of the Promotional Rating System.

9. That the Commission on Secondary Education, during its second year, undertake the following tasks in the area of governance and change:

    a. Work where local initiative is present to develop a model School Council.

    b. Work with existing local School Councils and, possibly, the School Department, in defining the role of School Councils.

    c. Review the accomplishments of the School Department Management Study Group to determine their usefulness to the Commission's work.

    d. Continue to meet with and learn from the parents, teachers, students, and administrators of the city.

    e. Learn about the use of ombudsmen in school systems and determine the need for strengthening the concept in Boston.

Committee on Change and Governance

Interim Report

I. Introduction to the Committee and its Work

The Committee on Change and Governance was formed during the first days of the Commission on Secondary Education, and nearly met an early death due to the small number of people interested in pursuing questions of change and governance in the Boston public schools. The small size of the Committee turned out to be an asset in two ways: 1) The Committee had well-balanced representation because it had to consciously reflect upon the types of additional members it wanted to invite; 2) meetings with various invited groups remained pleasantly informal and therefore more informative.

Our meetings during May, 1973, were devoted to deciding questions of membership and work schedule. By June, the Committee was formally constituted: Josephine Fiorentino, Home and School Association/parent, Committee Chairperson; Kermit Morrissey, President of Boston State College (Commission Chairperson); Joan Buckley, Boston Teachers' Union, teacher at Barnes Junior High School; Charles Carroll, Boston Student Council President, student at Boston Latin School; John Best, Headmaster, Hyde Park High School; Rebecca Cunningham, parent; Thomas Hickey, Harvard Graduate School of Education; and Natalie Ammarell, staff member.

Over the course of our deliberations, the Committee had one member, Mr. Hickey, who was forced by a busy schedule to withdraw.

The work tasks which the Committee set out were:

1. to examine the formal structure, powers and functions, as well as actual powers and effectiveness of School Advisory Councils, Home and School Associations, Student Councils, and Faculty Senates;

2. to review the procedure for selecting administrators at the local level;

3. to look at models for structure and election of the Boston School Committee;

4. to learn how other urban systems have dealt with the issues of change and governance;

5. to understand the critical role of ombudsman or "crisis troubleshooter."

Over the eight months between May and December 31, 1973, the Committee on Change and Governance held 14 regular meetings. In addition, members and/or staff visited English High School, the Barnes Junior High School, Hyde Park High School, and Jamaica Plain High School and attended Commission meetings.

During this period, we had an opportunity to have one session each with groups of parents, students, teachers, and administrators. We also met with Mr. Charles Leftwich, Associate Superintendent of Planning for the Boston School Department. Mr. James Doherty and Mr. George Johnson, Acting Headmaster and Assistant, respectively, of English High School, attended one of our meetings.

Each of the groups and individuals with whom we met brought a healthy skepticism about the Commission's chances for success, a great willingness to discuss and debate the issues we were examining, and a large amount of interesting, informative material for us to reflect upon. We thank all of those people for taking the time to work with us and we hope that there may be some benefit -- if only in the form of a building block called increased awareness -- drawn from this effort.

The Committee on Change and Governance based its deliberations on several underlying assumptions: 1) There is a need in most of Boston's secondary schools for increased participation in school affairs by parents, students, and teachers, and for better communication between and among administrators and these constituent groups; 2) It is possible to provide a forum for meaningful participation and communication at the local level without making major alterations in the structure of the overall school system; 3) There are alternative models of participation and communication at work in the system which should be improved and/or built upon.

During our meetings, we touched, if only briefly, upon all the areas we outlined for consideration. However, the limitation of time and our underlying assumptions led us to make a conscious choice to focus primarily upon the examination of the structure, functions, and potential role of

School Advisory Councils. Consequently, a major part (Section III) of this report is devoted to this topic.

Related to the School Advisory Council question is the procedure for selecting local school administrators. It happens that our Committee's lifespan has paralleled successful efforts by the Boston School Department to obtain approval by the Boston School Committee to implement a new Promotional Rating System. Our Committee reviews and discusses this new procedure in Section IV of this report.

One of the major problems which the Commission on Secondary Education tried to address was English High School. With the new Tower Building opening and with a proposal to make the school into a citywide English High School for the Arts, there were clearly many long- and short-term issues to be resolved: an excellent opportunity for development of a participatory mechanism. The Committee on Change and Governance seriously considered working with English High School in the development of a model Advisory Council. In two meetings with the Headmaster and his assistant, we explored areas of possible cooperation. We finally decided that most of the necessary elements for development of an advisory group to share in planning and decision-making at English High were already present. We felt that English High needed little assistance from us and, further, we did not believe that English High could serve as a "model" for

development of participation and communication because of its unique characteristics.

Another force which entered the Boston school scene during our deliberations was Mayor White's new proposal for decentralization of the school system. Committee members followed the political developments related to this and other plans with interest. However, our agreed course of action has been to remain as informed as possible, but uninvolved in the promotion of any proposed plan.

With this background in mind, the Committee on Change and Governance presents a series of observations and conclusions drawn from its deliberations. Section II of the report offers the major areas of agreement perceived by the Committee among the groups invited to meet with us and individuals with whom we had occasion to talk during school visits.

II. The Committee Experience

This summary of attitudes and preferences of various constituent groups of the secondary schools is by no means comprehensive. The Committee on Change and Governance simply attempts to present several observations or conclusions drawn from our investigations and upon which an improved approach to participation and communication might be built:

1. There is a fragmentation of authority and responsibility within Boston's secondary schools which results, often, in a measure of perceived

indifference toward the concerns and desires for participation in and communication about school operations on the part of parents, students, and teachers.

2. The role of the Principal or Headmaster in a local school is extremely important and has a great deal to do with the effectiveness/non-effectiveness of constituent participation in and communication about school affairs. In fact, the discretionary authority of the Principal or Headmaster is greater than may easily be apparent. This is probably related to a lack of specific definitions of administrative authority and its boundaries. Recent shifts in the use of this authority have occurred because of the growing strength of teachers and increased student and parent interest in participating in school decision-making.
3. It is increasingly acknowledged that there is a legitimate role for parents, students, and teachers to play in local school affairs.
4. People who live in a community who are neither parents nor teachers should nevertheless be actively involved in school affairs.
5. Effective participation means an officially-recognized role in school planning and decision-making.

6. The prime ingredients of a mechanism for effective participation include, but are not limited to:

   Representation from all segments of the community served by the school.

   Sharing in decision-making at the school site.

   Stated working objectives and operating procedures for the group.

7. Parental involvement in school affairs is an acknowledged problem. In many schools, parents will not participate regularly because they either feel unqualified, do not have the time, or simply believe that they pay professionals to run the schools.

   Elementary school parental involvement tends to be greater than that at the secondary level for a variety of reasons, including the closeness of the school and the age of the child.

   Lack of information and communication contribute to lack of involvement.

8. Student and teacher participation often tend to follow the same patterns as that of parents. The success or failure of mechanisms of participation and/or communication is undoubtedly related to the ability/inability of school administrators to change this behavior.

9. Faculty Senates, Home and School Associations, Student Councils, and Advisory Councils most often begin working in times of school crisis. Those that don't lay dormant between crises. In some cases, the credibility of an administrator is

related to his/her ability and/or desire to encourage these groups to move into non-crisis-related areas of deliberation.

10. Home and School Associations vary in effectiveness at the local school level. In general, however, local Home and School Associations serve too narrow a scope of interests and do not touch often enough upon issues of a vital, substantive nature.

11. Even where Home and School Associations are active and promote effective parent participation at a local level, there is a notable lack of cooperation among local Home and School Associations and at the citywide levels, indicating a need for restructuring of the Home and School Association.

12. Faculty Senates have recently gained in strength in many local secondary schools.

    Faculty Senates are not a contract item, meaning they may be set up in every school; it does not mean they must be set up.

    A strong Faculty Senate is one which can offer suggestions which will be taken seriously and frequently be accepted by a Headmaster or Principal.

13. Student Councils suffer the same difficulties as other participatory mechanisms. This is related to the "transient" nature of student life as well as to the types of matters which are considered and dealt with by students (e.g., dress codes, social events).

14. There are, throughout Boston, significant numbers of frustrated parents, teachers and students who seek a way to work together and to share with administrators the responsibilities of decision-making in the schools.

There are, too, increasing numbers of school administrators in the City of Boston who seek broad-based support for their programs and policies.

Faculty Senates, Student Councils, and Home and School Associations are interest groups which tend to work -- often inconsistently -- in an isolated manner with school administrators.

Advisory Councils, by their very broad-based nature, potentially represent the unifying force through which the frustrations and needs of all constituent groups might be met.

III. School Advisory Councils

Early in its deliberations, the Committee on Change and Governance recognized the potential of School Advisory Councils to fulfill the participatory and communicative needs of a broad range of school constituencies. In addition to being representative in character, the School Advisory Council, since 1971, has been an officially recognized mechanism. Our investigations have taught us that this official recognition was, for some time, simply verbal and

was not supported by active administrative promotion of Advisory Councils -- either at the local school or central bureaucracy levels. During the past year, however, we note a shift in approach -- particularly at the central administrative level. Memorandums encouraging school administrators to develop School Advisory Councils, public statements, and even the beginnings of role definition for Advisory Councils have appeared. We do not wish to seem overly optimistic, but we must take this evidence of new concern and build upon it.

On January 19, 1971, the Boston School Committee, in a 4-1 vote, passed the following order:

> "ORDERED, That a School Council be created for every high school, junior high school and middle school to comprise representatives from the Student Council, the Faculty Senate, the Home and School Association or other interested parent groups, together with the Headmaster or Principal; and that every elementary district have a School Council comprising a representative group of teachers and parents together with the Principal."

This order, specifying nothing more than the groups to be represented on a Council, was a response to the turmoil experienced in the Boston schools during that period. While some Headmasters and Principals at the secondary level did establish such Councils, it is a recognized fact that most such responses were on paper only. The few Councils which came into existence at this time dealt with immediate crisis situations or briefly considered the flexible campus program for their respective schools.

Until the spring of 1973, most School Councils were little more than lists of names of parents, teachers, and students. In early 1973, Superintendent William Leary issued a memorandum, "Communications Network for the Public Schools," in which he stated:

> "A planned, systematic communications network facilitates a two-way process of communication between schools and the community. It not only enables the public to communicate its desires and its expectations to the schools but it also enables the educators to make known their role, their goals, their programs, their accomplishments, their needs and their problems. In light of the current changes in education and in view of the changes that educators will be faced with in the near and in the distant future, the communications system is not just advisable -- it is mandatory."

The system proposed has four major components: 1) School Councils consisting of representatives of parent and community groups, teachers, students, and administrators at the local school level; 2) Area Councils made up of representatives selected from the School Councils in each area; 3) Superintendent's Council of representatives of schools and community groups; and 4) other such regular meetings and procedures as are necessary to maintain effective communication. A chart of organization for Advisory Councils is included at the end of Section III.

For reasons stated previously, this Committee confined its examination of the School Advisory Council component of the network (included at the end of this section). In general, we endorse the direction taken by the recommendations. The

twofold purpose of School Advisory Councils (to serve as a vehicle for regular communication and to recommend policy and program changes) is significant. In addition, the recommended composition of these Councils (school administrators, two teachers, two students, two parents, two district residents, community representatives) is desirable, although our Committee feels that police and/or fire department representation should be invited but not mandatory.

The conclusions reached in Section II lead the Committee on Change and Governance to recommend that the School Department go much further in its encouragement of Advisory Council development. While indeed a considerable step in the right direction, in view of the distrust which has built up between the school system and its constituencies, it is not sufficient to deal only with composition and method of selection of members of Advisory Councils. Structure is important, as it determines representation, but clearly the most important issue at hand is the role of Advisory Councils. Without significant movement and encouragement by the School Department, the notion of Council involvement in making meaningful policy and program recommendations is difficult to grasp.

As mentioned in Section II, key ingredients of effective participatory mechanisms are procedures for sharing in decision-making as well as stated working objectives for the group. Naturally, every local school has particular needs

which could be addressed by a Council with an eye toward program and policy recommendations. However, a substantive framework, similar to Superintendent Leary's structural guidelines, must be developed and actively promoted by the School Department.

The experience of the Committee on Change and Governance tells us that a fundamental issue at hand is the degree to which the authority of a Headmaster or Principal can be specified and shared. Local school administrators rightly emphasize that they are responsible for what occurs in their schools. What must be accepted, by many administrators as well as some of their constituents, is that Advisory Councils have the potential for becoming useful sounding boards, planners and strategy-setters. This potential cannot be realized, however, without a set of substantive guidelines which apply to all schools, or without significant incentives developed at the local level.

The Committee recognizes that the obligations and responsibilities do not fall only to the School Department. Local initiative must be forthcoming to a greater degree than is presently the case. A receptive central administration which creates the framework and environment for development of local Advisory Councils cannot accomplish the goal. Parents, students, teachers and interested community representatives must engage in an effort to work cooperatively with local school administrators in determining appropriate areas of shared authority and responsibility. The present

use of Advisory Councils, even in the most successful instances, is generally limited to matters related to physical plant and crises. Local school constituents must request that administrators share their real work with Advisory Councils.

There are many areas which could come under consideration by Advisory Councils. Some examples are:

- development of long- and short-range objectives for a local school
- evaluation of progress toward these objectives
- development of ways of increasing parent and student roles in the instructional program
- promotion of positive school-community relations.

In its interim report, the Committee on Change and Governance made the following preliminary recommendations which have not been touched upon in this, our final report:

- That the word "Advisory" be struck from "School Advisory Councils."
- That School Councils act as approving bodies for curriculum revisions in each local school. Should there be disagreement between a Council and a Headmaster or Principal, each would have the right to take the matter to the Area Superintendent. Failing to reach a satisfactory agreement at this level, each would have the right of appeal to the appropriate Associate Superintendent.
- That the School Council have the opportunity to develop and submit new program ideas for its particular school. Should there be disagreement between the Council and the Headmaster or Principal, each would have the right to take the matter to the Area Superintendent. Failing to reach a satisfactory agreement at this level, each would have the right of appeal to the appropriate Associate Superintendent.

We recommend that both the central school administration and individuals at the local level seriously consider, debate, and accept or reject the issues related to these recommendations. Should there not be some more important and meaningful role for School Councils than to advise, with no certainty that such advice will be acted upon? And, further, should there not be some form of grievance procedure so that both the administrator and the constituents of a school have a place to turn in case of disagreement? Having considered these questions, this Committee believes that, ultimately, the successful realization of the full potential of School Councils rests in the sharing implied by these recommendations.

A final question arises about the relationship between School Councils and Faculty Senates, Student Councils, and Home and School Associations. This Committee believes that there need not be conflict in the roles of these different groups. As pointed out earlier, Faculty Senates represent the interests of teachers, Student Councils of students, and Home and School Associations of parents. Where these groups are active and strong in local secondary schools, there still remains an important role for School Councils. Local definitions of the tasks and responsibilities of School Councils and of Home and School Associations must be carefully developed and implemented. But clearly, the purpose of School Councils, to serve as a unifying force for various interests, transcends and does not threaten any particular interest group which may be operating in a local school.

IV. Promotional Rating System

The Boston School Department is currently implementing a new procedure for selecting candidates to fill vacant administrative positions in the school system. Associate Superintendent Charles Leftwich, during a meeting with the Committee on Change and Governance, explained the history of the system.

According to Mr. Leftwich, the system grows out of a report of a Committee of the Deans of Schools of Education convened by the School Committee in 1967 and 1968. This Committee, charged with examining the rating system then in effect, produced the following findings and recommendations:

- Administrators in Boston at that time tended to be men in their early forties who had, by and large, been educated in Boston and had 7-10 years of teaching in the Boston schools at the time of their appointments.
- This homogeneity of administrators resulted in difficulty in introduction of "new, innovative ideas."
- Given the diversity of locations of Boston schools, there was an apparent need for administrative diversity, but the rating procedure was not addressing that need.
- Given the need for diversity, Area Personnel Committees were recommended, to be chaired by Area Superintendents. These Committees would have membership including two professionals from outside the system. The Committees would interview candidates and would make recommendations to the Superintendent for leadership roles in area schools.
- A role called "master" teacher at a relatively high salary was recommended to encourage good teachers to remain in teaching instead of moving into administration in order to obtain higher salaries.

This report was received and accepted by the School Committee, but there was no real response in the sense of development of a new rating system.

When Superintendent Leary was appointed, all rating lists were abolished by the School Committee and a new committee, composed of the representatives of school groups, was convened. Mr. Leftwich chaired this committee. A proposal growing out of the activity of this committee was presented to the School Committee in February, 1973, and was accepted. Modifications to the system were presented and accepted on December 27, 1973.

The procedure and modifications are included as an appendix to this report. The major features of the system, details of which can be found in the appendix, are:

1. A Community Screening Committee, composed of administrators, parents, teachers and students from the area and school in which a vacancy occurs shall:
   a. develop a job description stating the <u>specific</u> requirements deemed necessary for positions of Headmaster, Principal, Assistant Headmaster, Assistant Principal, and Assistant Headmaster (subject);
   b. submit job description to Council of Assistant Superintendents for approval;
   c. review resumes and interview eligible candidates;
   d. group candidates into Finalists (no less than 3) and non-Finalists.

2. A Co-Professional Screening Committee, composed of an appropriate Director, department members, teachers, and a non-school person with expertise in the subject area in which vacancy occurs shall perform the same tasks as those of the Community Screening for the positions of Director, Associate Director, Supervisor, Division Head and Coordinator-Director.
3. A Monitoring Committee, composed of representatives of the Superintendent (chairperson), the Boston Teachers Union, the Boston Association of School Administrators and Superintendents, the Assistant Principals Association, the Home and School Association, and the Student Advisory Council shall track implementation of the procedure, report on progress, and serve as a forum for addressing complaints.
4. All appointments are to be of one year term subject to reappointment based upon evaluation of performance and recommendation by the Superintendent until tenure is received.
5. Members of the Community and Co-Professional Screening Committees will be trained) by the Institute for Learning and Teaching of the University of Massachusetts) in the skills of developing job descriptions and interviewing prior to serving on a committee.
6. Rights of transfer as provided under existing contracts shall be retained, subject to the approval of the Superintendent and the Boston School Committee.

7. There will be a trial period for the procedure between January and June of 1974.

8. All positions for which new Promotional Ratings are to be established require three years urban teaching experience.

The Committee on Change and Governance endorses the direction taken by the School Department in implementing the Promotional Rating System. We note that the notion of screening committees is new to Boston and we hope that the effort will prove successful. Our reservations lie with the composition of the Community Screening Committee at the junior high and middle school levels. Here, with the absence of student representation, the Committee is heavy with administrators. Since junior and middle high schools are numerous in the City of Boston, it is possible that this feature could work to the detriment of the new procedure. We recommend that the School Department review and consider modifying the composition of the Community Screening Board at this level.

This Committee recognizes, as do members of the Boston School Department, that success of the new procedure is closely linked to the training to be provided for representatives of the various school constituencies participating in the screening and interviewing process. We recommend that the Monitoring Committee remain in close touch with those who are conducting training sessions during the trial period for the Promotional Rating System. We further recommend that the

Commission on Secondary Education, either through staff or a subgroup of Commission members, monitor progress during implementation efforts.

All Commission members and the public at large should be aware that new Promotional Ratings are to be established during the trial period for:

Headmaster	English High School
Principal	Grover Cleveland Jr. High School
Principal	Frank V. Thompson Middle School
Director	Dept. of Audio-Visual Instruction
Assistant Director, Department of Title I Programs	Head of the William M. Trotter Elementary School (K-5)

V. Appendices

A. Appendix to Section III

B. Appendix to Section IV

Appendix A

APPENDIX TO SECTION III

Communications Network

III. School Advisory Councils

A. Purpose:

The school council should have two major purposes: (1) to serve as a vehicle for regular and orderly communication between the school and the community, and (2) to recommend policy and program changes which will improve the school's ability to provide a better education for the students.

If one of the major purposes of each council will be "to recommend policy and program," that is, to advise, then we strongly recommend inclusion of the word "Advisory" in the official title, i.e., District/School Advisory Council. This would help to stress the role of the council and to prevent possible confusion regarding that role.

At the present time, many concerned people, parents as well as teachers, are suspect of school councils. They view them as one more attempt by certain groups to retain control of the schools. The fear, right or wrong, is a very real factor and should be addressed. Perception influences performance. In addition, there are groups who do indeed wish "to control the schools" and seek to use the school council as the vehicle for that control.

B. Composition and Method of Selection

We believe that the area of greatest uniformity should be both in the composition of the councils and in the method of selection of the membership. This would give maximum assurance of establishment of a council truly representative of the community as a whole and at the same time best able to fulfill its "advisory" function. Flexibility and responsiveness to local needs are the important criteria. In some situations, it may be necessary to expand council membership to accommodate individual constituencies. We recommend the following membership and method of selection:

1. Principal or Assistant Principal, Headmaster or Assistant Headmaster to serve as permanent members. This is to say that it is not necessary for both to serve. However, it is required that the school or district administration be represented by at least one administrator.

2. Two teachers selected in a manner prescribed by the faculty senate.

3. Two students (at the Junior High and High School levels) selected in a manner prescribed by the school student council.

4. Two parents selected in a manner prescribed by the school's Home and School Association. However, in an elementary district of more than one school, one parent should be selected from each school in the district (c.f. item "D" below). In those districts where a Home and School Association is not active or has not been organized, the principal shall have the responsibility of organizing an election in which parents of students enrolled in the district nominate and vote for one parent representative from each of the schools.

5. Two residents of the enrollment district. It is recommended that one be selected by the local APAC and the other by an active community group designated by the area superintendent and the district principal. In many school districts it will take a great deal of public relations work to have school personnel willing to accept representation from controversial groups. However, such groups do exist, they are active, they cannot be ignored. It would be far better to recognize them and to work with them. In addition, this could be the mechanism for uniting efforts rather than fragmenting them.

6. One representative of the local police and fire department.

7. One representative from a local business or social service agency selected by the local _____ or other such groups (Lions, Rotary, etc.).

It is recommended that the membership of the Advisory Council should be dependent to a degree on the number of students enrolled in the school or district. In schools or districts with a student population exceeding eight hundred council membership should expand parent, student, and teacher representation.

When it becomes necessary to alter the advisory council in either composition or membership, the change must be sent in written form to the area superintendent.

C. Term

The term of membership should be staggered so that one new member is selected in each category for a two-year term. The staggered two-year term prevents a complete turn-over of membership and insures a measure of continuity.

D. One District/One Council

We recommend one council be formed for each school district rather than one council for each school. The common interests within each school district could be best served by a single advisory council on which parents from each school in the district are seated.

In certain situations, subcommittees could always be established on a temporary basis to report on unique problems.

E. Council Meetings

The council should be required to meet bimonthly (that is, every other month). This would guarantee a minimum of five meetings per year. The agenda should be set one week in advance of the meeting. Minutes of the meeting as well as progress reports should be filed in the principal's office with copies to the area superintendent. When the situation warrants, additional meetings should be publicized in the local papers. At least one meeting each school year should be open to the public. The date and place of this meeting should be advertised in the press.

F. Review of School Councils

In compliance with a School Committee order, school councils have been established in most districts. However, few of these councils now approximate the recommended model. Therefore, it is suggested that a team consisting of the assistant superintendent, the principal or headmaster and two members of the present council evaluate the structure of the existing council with either a view to revision or reorganization. If the present council is compatible with the proposed model, efforts should be made to strengthen it rather than to replace it.

This team will also have the responsibility for planning a public information program that will publicize, as much as possible, the formation of the school or district advisory council. Ultimately, the responsibility for the establishment of the council rests with the assistant superintendent.

APPENDIX TO SECTION IV

General Recommendations

1. All appointments should be of one year term subject to reappointment based upon evaluation of performance and recommendation by the Superintendent until tenure is received.

2. All interviewers should be trained in the skills of interviewing prior to serving on a rating or screening committee.

3. A job description should be developed for each vacancy for which a situational rating is to be held and should serve as the basis of any announcement of vacancy, criteria for resumé structure and focus of interview.

4. Transfer rights shall remain in effect for administrators in the permanent positions which they presently hold.

III. SPECIFIC RECOMMENDATIONS PERTAINING TO ELIGIBILITY REQUIREMENTS AND PROMOTIONAL RATING PROCEDURES FOR THE POSITIONS OF HEADMASTER AND PRINCIPAL

A. Eligibility Requirements

1. Educational Background

In addition to a Bachelor's Degree, the applicant must possess a Master's Degree and also must have earned 30 additional semester hours of graduate credit. At the time of the implementation of the new promotional system the applicant must have earned 9 semester hours graduate credit in administration or supervision courses; effective September 1, 1974, any applicant must have earned 12 hours graduate credit in administration or supervision courses; and effective September 1, 1975, any applicant must have earned 15 semester hours graduate credit in administration or supervision courses.

2. Teaching Experience

The applicant must have completed successfully three years of classroom teaching.

3. Administrative Experience

a. The applicant must have served for two years as a Supervisor or Assistant Head Master-Subject or in a Group III position or above, or have served in an equivalent position for two years. In the latter case, a detailed description of the role and related

references must be submitted for approval by the Board of Examiners.

(1) A committee made up of the representatives of the Boston Association of School Administrators and Supervisors, Assistant Principals Association and Boston Teachers Union, as well as the Promotional Rating Committee Chairperson, the Associate Superintendent for Personnel and several personnel specialists from the "business world" will develop guidelines for equivalency based upon similarity of skill demands for similar tasks.

(2) These above-mentioned guidelines will be shared with and explained to the Board of Examiners to utilize in evaluating evidence presented as demonstrating "equivalent experience" and in approving or disapproving this evidence.

(3) If a candidate wishes to appeal the decision of the Board of Examiners, an appeals committee made up of different persons but representing similar composition as that suggested above in (1) will hear and rule upon any appeals.

4. Qualifying Examination

The applicant with the required administrative experience must furnish evidence of a satisfactory score (e.g.,

upper half) in the examination in Educational Administration and Supervision administered by Educational Testing Service.

Candidates holding a certificate in administration from Boston Public Schools are exempt from the Educational Testing Service qualifying examination requirement until September 1, 1974.

5. State Certification

The applicant for the position of principal or headmaster must possess the Massachusetts certification for the appropriate administrative level.

NOTE: The above requirements in no way constitute a waiver of special requirements related to administrative positions in the fields of vocational education or special education.

B. Promotional Rating Procedure

The following Promotional Rating Procedure is recommended for the positions of Principal and Headmaster:

1. Submission of prescribed resumés to Board of Examiners
2. Determination of eligible applicants by the Board of Examiners
3. Transmittance of resumés to Community Screening Committee*
4. Interviews by Community Screening Committee
5. Grouping of interviewees into Finalists** and non-Finalists
6. Transmittance of resumés of Finalists to Board of Associate Superintendents

* See Section VIII for description
** To consist of 3 or more candidates

7. Interview and ranking of Finalists by the Board of Associate Superintendents

8. Presentation of ranked list to Superintendent

9. Nomination by Superintendent to the School Committee

10. Termination of list 60 calendar days following the date of appointment.

IV. SPECIFIC RECOMMENDATIONS PERTAINING TO ELIGIBILITY REQUIREMENTS AND PROMOTIONAL RATING PROCEDURES FOR THE POSITION OF DIRECTOR*

A. Eligibility Requirements

1. Educational Background

In addition to a Bachelor's Degree, the applicant must possess a Master's Degree and also must have earned 30 additional semester hours of graduate credit. At the time of the implementation of the new promotional system the applicant must have earned 9 semester hours graduate credit in administration or supervision courses. Effective September, 1974, any applicant must have earned 12 hours graduate credit in administration or supervision courses; and effective September, 1975, any applicant must have earned 15 semester hours graduate credit in administration or supervision courses.

2. Teaching Experience

The applicant must have completed successfully three years of classroom teaching.

3. Administrative Experience

a. The applicant must have served for two years as a Supervisor or Assistant Headmaster-Subject or in a Group III position or above, or have served in an equivalent** position for two years. In the latter

* These requirements apply only to those positions which relate directly to the teaching-learning process.

** See process referred to in the case of Principal-Headmaster.

case, a detailed description of the role and related references must be submitted for approval to the Board of Examiners.

b. In lieu of administrative experience the applicant must achieve a superior score (e.g., upper quartile) in the examination in Educational Testing Service.

4. Qualifying Examination

The applicant with the required administrative experience must furnish evidence of a satisfactory score (e.g., upper half) in the examination in Educational Administration and Supervision administered by Educational Testing Service.

5. State Certification

The applicant for the position of director must possess the Massachusetts certification for the appropriate administrative level.

NOTE: The above requirements in no way constitute a waiver of special requirements related to administrative positions in the fields of vocational education or special education.

B. Promotional Rating Procedure

The following Promotional Rating Procedure is recommended for the position of Director*:

1. Submission of prescribed resumés to Board of Examiners
2. Determination of eligible applicants by the Board of Examiners

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* For those positions which relate directly to the teaching-learning process

3. Transmittance of resumés to Co-Professional Screening Committee**

4. Interviews by Co-Professional Screening Committee

5. Grouping of interviewees into Finalists*** and non-Finalists

6. Transmittance of resumés of Finalists to Board of Associate Superintendents

7. Interview and ranking of Finalists by the Board of Associate Superintendents

8. Presentation of ranked list to Superintendent

9. Nomination by Superintendent to the School Committee

10. Termination of list 60 calendar days following the date of appointment

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** See Section VIII for description

*** To consist of 3 or more candidates

V. SPECIFIC RECOMMENDATIONS PERTAINING TO ELIGIBILITY REQUIREMENTS AND PROMOTIONAL RATING PROCEDURES FOR THE POSITIONS* OF ASSOCIATE DIRECTOR, ASSISTANT DIRECTOR, SUPERVISOR, DIVISION HEADS, AND COORDINATOR DIRECTORS

A. Eligibility Requirements

1. Educational Background

In addition to a Bachelor's Degree, the applicant must possess a Master's Degree and must also have earned 21 additional semester hours graduate credit. At the time of the implementation of the new promotional system the applicant must have earned 6 semester hours graduate credit in administration or supervision. One year later an applicant must have earned 9 semester hours graduate credit in administration or supervision courses.

2. Teaching Experience

The applicant must have completed successfully three years of classroom teaching.

3. Qualifying Examination

In addition to the three years of classroom teaching, the applicant must furnish evidence of a satisfactory score in the examination in Educational Administration and Supervision administered by Educational Testing Service (e.g., upper half).

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* These requirements apply only to those positions which relate directly to the teaching-learning process.

4. Satisfaction of State Requirements

a. Applicants for position of Supervisor must possess State Certification as a supervisor-special subject.

b. Applicants for position of Assistant Director, Associate Director and equivalent positions must possess State Certification in administration or supervision and, where appropriate, in the subject field.

B. Promotional Rating Procedure

The following Promotional Rating Procedure is recommended for the positions* of Associate Director, Assistant Director, Supervisor Division Head and Coordinator Director:

1. Submission of prescribed resumés to Board of Examiners
2. Determination of eligible applicants by the Board of Examiners
3. Transmittance of resumés to Co-Professional Screening Committee**
4. Interviews by Co-Professional Screening Committee
5. Grouping of Interviewees into Finalists*** and non-Finalists
6. Transmittance of resumes of Finalists to Board of Associate Superintendents
7. Interview and ranking of Finalists by the Board of Associate Superintendents

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* For those positions which relate directly to the teaching-learning process

** See Section VIII for description

*** To consist of 3 or more candidates

8. Presentation of ranked list to Superintendent

9. Nomination by Superintendent to the School Committee

10. Termination of list 60 calendar days following the date of appointment

VI. SPECIFIC RECOMMENDATIONS PERTAINING TO ELIGIBILITY REQUIREMENTS AND PROMOTIONAL RATING PROCEDURES FOR THE POSITIONS OF ASSISTANT HEADMASTER, ASSISTANT PRINCIPAL AND ASSISTANT HEADMASTER-SUBJECT

A. Eligibility Requirements

1. Educational Background

In addition to a Bachelor's Degree, the applicant must possess a Master's Degree and also must have earned 21 additional semester hours of graduate credit. At the time of the implementation of the new promotional system the applicant must have earned 6 semester hours graduate credit in administration or supervision courses. Effective September, 1974, any applicant must have earned 9 semester hours graduate credit in administration or supervision courses.

2. Teaching Experience

The applicant must have completed successfully three years of classroom teaching.

3. Qualifying Examination

In addition to the three years of classroom teaching, the applicant must furnish evidence of satisfactory score in the examination in Educational Administration and Supervision administered by Educational Testing Service (e.g., upper half). This requirement shall not be applicable until September, 1974, for a candidate who has previously earned a satisfactory score in an administrative

examination developed by the Boston School Department provided that examination related to the position being sought.

4. State Certification

The applicant for the position of Assistant Headmaster, Assistant Principal or Assistant Headmaster-Subject must possess the Massachusetts certification for the appropriate administrative level. In addition, the applicant for the position of Assistant Headmaster-Subject must possess the state certification in the appropriate subject field.

NOTE: The above requirements in no way constitute a waiver of specific requirements related to administrative positions in the field of vocational education or special education.

B. Interim Promotional Rating Procedure

Due to the large number of openings and the relative newness and complexity of the situational method of promotional procedure, the INITIAL vacancies in the positions of Assistant Principal, Assistant Headmaster and Assistant Headmaster-Subject shall be filled by the following procedure. Once these initial vacancies have been filled, the promotional procedure described in section VI-C will be followed.

1. Submission of prescribed resumés to the Board of Examiners
2. Determination of eligible applicants by the Board of Examiners

3. Transmittance of resumés to "Interim Screening Committee"*

4. Interview by "Interim Screening Committee"

5. Designation of "approved" group for further rating (to consist of at least 50% more than the number of vacancies.....75 names must be forwarded)

6. Transmittance of resumés of "approved" group to Extended Board of Superintendents**

7. Interview of "approved" group by Extended Board of Superintendents

8. Establishment of pool of ranked Finalists for each set of vacancies (e.g., 60 for Assistant Principalships in the illustration cited in #5)

9. Approval of list of Finalists and assignment to specific schools by nomination of Superintendent (The intent is to enable the situational assignment philosophy to operate as much as possible.)

10. Termination of list 60 calendar days following the date of appointments

C. Promotional Rating Procedure

The following Promotional Rating Procedure is recommended for the positions of Assistant Headmaster, Assistant Principal and Assistant Headmaster-Subject. This procedure is to take effect once the INITIAL vacancies are filled by means of the Interim Promotional Rating Procedure described in section VI-d.

1. Submission of prescribed resumes to Board of Examiners

2. Determination of eligible applicants by the Board of Examiners

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* Differs from Community Screening Committee in makeup but not in concept (see VIII-C)

** Defined as the totality of the Associate Superintendents and Assistant Superintendents

3. Transmittance of resumés to Community Screening Committee*

4. Interviews by Community Screening Committee

5. Grouping of Interviewees into Finalists** and non-Finalists

6. Transmittance of resumés of Finalists to Board of Associate Superintendents

7. Interview and ranking of Finalists by the Board of Associate Superintendents

8. Presentation of ranked list to Superintendent

9. Nomination by Superintendent to the School Committee

10. Termination of list 60 calendar days following the date of appointment

* See Section VIII for description

** To consist of 3 or more candidates

VII. SPECIFIC RECOMMENDATIONS PERTAINING TO ELIGIBILITY REQUIREMENTS AND PROMOTIONAL RATING PROCEDURES FOR THE POSITIONS OF DIRECTOR OR THEIR EQUIVALENT IN DEPARTMENTS ANCILLARY TO THE TEACHING-LEARNING PROCESS (e.g., DATA PROCESSING AND RESEARCH)

A. Eligibility Requirements

Because of the highly specialized nature of these positions it is recommended that the following procedure for determining eligibility requirements in these areas be implemented as they occur.

1. Establishment of a Job Description and Credentials Committee

   a. This Committee shall be chaired by the Associate Superintendent responsible for the department in which the vacancy exists. If it is a new department or one which does not have clear responsibility to a given Associate Superintendent, the Superintendent shall designate an Associate Superintendent to serve as Chairman.

   b. The remainder of the Committee shall be composed of representatives from those school units relating most directly to the specific department in which the vacancy exists. In all cases there shall be a minimum representation of at least one person from the Council of Area Superintendents, the Boston Association of School Administrators

and Supervisors, the Assistant Principals Association and the Boston Teachers Union as well as one non-public school professional with expertise in the field in which the vacancy exists.

c. In the case of Collective Bargaining, the Superintendent of Schools shall convene a committee made up of representatives from the Board of Associate Superintendents, the Council of Area Superintendents and non-public school professionals with expertise in the field of school system collective bargaining.

2. A specific Job Description and Credentials Committee shall define the elements of a given job description.

3. Based upon the elements of a specific job description, the Associate Superintendent for Personnel and the Board of Examiners shall develop appropriate criteria for eligibility and examination of candidates. These criteria of eligibility and examiniation shall be shared with and explained to the specific Job Description and Credentials Committee and the Professional Screening Committee.

B. Promotional Rating Procedure

The specific Job Description and Credentials Committee shall recommend the composition of a Professional Screening Committee to participate in the selection process as outlined following.

1. Submission of prescribed resumés to Board of Examiners
2. Determination of eligible applicants by the Board of Examiners
3. Transmittance of resumés to Professional Screening Committee
4. Interviews by Professional Screening Committee
5. Grouping of interviewees into Finalists* and non-Finalists
6. Transmittance of resumés of Finalists to Board of Associate Superintendents
7. Interview and ranking of Finalists by the Board of Associate Superintendents
8. Presentation of ranked list to Superintendent
9. Nomination by Superintendent to the School Committee
10. Termination of list 60 calendar days following the date of appointment

* To consist of 3 or more candidates

VIII. COMPOSITION AND SELECTION OF SCREENING COMMITTEE

A. Community Screening Committee

1. Each Community Screening Committee shall be composed of the following:

   a. Assistant Superintendent of the area in which the vacancy occurs (Chairperson)

   b. Two Principals or Headmasters, depending on vacancy

   c. Two Assistant Principals or Assistant Headmasters, non-applicants, one of whom is in the school in which the vacancy exists

   d. Two teachers, non-applicants, from the school in which the vacancy occurs

   e. Two parents of students of the school in which the vacancy occurs

   f. Two students of the school in which the vacancy occurs provided that the vacancy is in a high school

2. All participating professionals who are represented by the Boston Association of School Administrators and Supervisors, the Assistant Principals Association and the Boston Teachers Union shall be chosen by their respective organizations so long as the constraints described above are observed.

3. Parents participating in the Promotional Rating Procedure shall be selected by the parental component of the School Advisory Council.*

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* School Advisory Councils were ordered established for each school and/or school district on January 19, 1971.

4. Students participating in the Promotional Rating Procedure shall be selected by the Student Council of the school in which the vacancy exists subject to the approval of the process of selection by the Assistant Superintendent of the area in which the vacancy exists.

B. Co-Professional Screening Committee

1. Each Co-Professional Screening Committee shall be composed of the following:

   a. An appropriate Director or, in case of vacancies for Director, an appropriate (non-voting) Associate Superintendent (Chairperson)

   b. Two persons, one of whom may be in the affected department, at the level for which the rating is held

   c. Two teachers, non-applicants, preferably with experience and involvement in the area for which a rating is being held

   d. One non-school employee with experience and involvement in the area for which a rating is being held (e.g., history professor, English professor, vocational education onsultant, etc.)

2. All participating professionals who are represented by the Boston Association of School Administrators and Supervisors, the Assistant Principals Association and the Boston Teachers Union shall be chosen by their respective organizations so long as the constraints described above are observed.

3. The non-school employee participating in the Promotional Rating Procedure shall be selected by the Superintendent in consultation with the appropriate Associate Superintendent.

C. Interim Screening Committee

1. The Interim Screening Committee for position of Assistant Principal shall be composed of the following:

   a. An Area Superintendent (Chairperson)

   b. Two Principals, one from elementary and one from intermediate schools

   c. Two Assistant Principals, one from elementary and one from intermediate schools

   d. One university professor of administration

   e. Two parents, one representing parents of elementary schools and one representing parents of intermediate schools

2. The Interim Screening Committee for position of Assistant Headmaster shall be composed of the following:

   a. An Area Superintendent (Chairperson)

   b. Two Headmasters

   c. Two Assistant Headmasters

   d. Two high school teachers, non-applicants

   e. One university professor of administration

   f. Two parents of high school students

   g. Two high school students

3. The Interim Screening Committee for position of Assistant Headmaster-Subject shall be composed of the following:

   a. An Area Superintendent (Chairperson)

   b. Two Headmasters

   c. Two Assistant Headmasters-Subject (different subjects)

d. Two high school teachers, non-applicants (different subjects)

e. One university professor of administration

f. Two parents of high school students

4. The Assistant Superintendents participating in the Interim Promotional Rating Procedures shall be chosen by the Superintendent and, if possible, shall be chosen on the basis of their own grade-level experiences.

5. All participating professionals who are represented by the Boston Association of School Administrators and Supervisors, the Assistant Principals Association and the Boston Teachers Union shall be chosen by their respective organizations so long as the constraints described above are observed.

6. Parents participating in the Interim Promotional Rating Procedures shall be selected by the parental component of the city-wide School Advisory Council.

7. High school students participating in the Interim Promotional Rating Procedures shall be selected by the city-wide Student Council.

8. The university professors shall be selected by the Superintendent in consultation with the Area Superintendents who are chairpersons of the different Interim Screening Committees.

IX. IMPLEMENTATION: RELATED TASKS AND ACTIVITIES

Changes in the promotional system such as have been recommended in this document will call for a number of other steps to be taken with regard to implementation. These steps can be viewed as relating to three components of the process:

A. Application

1. The burden of evidencing one's potential for a given promotional position should be on the selection process itself. Therefore, the documentation within the resume will be considered along with other relevant factors by the interviewing bodies. No points will be awarded for the resumes.
2. The resume form will be structured by the Board of Examiners to assure consistency among applicants.
3. In the case of situational applications, Community Screening Committees and Co-Professional Committees will be requested, where appropriate, to develop descriptions of specific requirements deemed necessary for the positions. After approval by the Council of Assistant Superintendents (for school level positions), or the Board of Superintendents (for central level positions) these requirements will be publicized and included in the Advertising of Vacancy.

4. In the case of situational applications where several openings exist in a single department, and where the department feels it is appropriate, the job description and eligibility requirements for each vacancy will be particularized to enable the department to recruit personnel whose backgrounds, interests and competencies will complement each other.

B. Eligibility

1. The Board of Examiners shall be directed to ascertain the feasibility of requiring all the candidates* -- during the present school year -- to attain a satisfactory score in a qualifying examination given by Education Testing Service. If it is determined that such a requirement will cause an unacceptable delay in implementation of a new promotional system, this prerequisite shall be postponed until September, 1973.

2. The cost of a national examination in administration and supervision would be prohibitive for the School Department. Candidates will be expected, therefore, to bear the cost of this examination.

3. The Board of Examiners shall determine a process for instituting, maintaining and updating eligibility

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* Candidates holding a certificate in administration from Boston Public Schools will be exempt from the Educational Testing Service qualifying examination requirement until September 1, 1974.

lists for promotional applications. This process shall include appropriate time designations for such lists.

C. Selection Process

1. The Board of Examiners shall be requested to establish an Evaluation Profile form to be used in the Promotional Rating Procedure summarizing the strengths and limitations of each applicant. These completed forms shall be transmitted to and retained by the Board of Examiners. Upon request, the Board of Examiners shall make available to a candidate this Evaluation Profile for inspection.
2. Where Interim lists are utilized temporarily, the Superintendent shall make assignments in consultation with the Assistant Superintendent of areas in which vacancies exist.
3. Organizations responsible for nominating members of various screening committees shall be made aware of the desirability of such committees to reflect diversity relative to race and ethnicity and to include male and female representation.

D. Administrative Review

1. It shall be necessary to ascertain the consistency of these recommendations with collective bargaining agreements to determine possible areas of conflict.*

*For example, Article IV, Section C of the Contract between the Boston Teachers Union and the School Committee indicates that "any person in Group II who has served in the Boston School

Therefore, all recommendations proposed in this study shall be reviewed for any legal implications by the Corporation Counsel of the City of Boston.

2. Promotional positions shall be re-examined on a regular basis to determine the appropriateness of their classification. Each Associate Superintendent shall be requested to submit recommendations in this regard for those administrative and supervisory positions falling within his/her jurisdiction.

3. The appointment of a significant number of new assistant principals would be fiscally incompatible with implementation of the administrative team concept throught the establishment, on a system-wide basis, of the position of non-teaching assistant principal. Therefore, no permanent appointments to the position of assistant principal shall be made until this issue is resolved.

4. A systematic procedure shall be developed to insure wide-spread dissemination of all notices soliciting applications for vacant positions.

5. This report has not addressed promotional procedures with regard to the positions of research assistant, pupil adjustment counselor and guidance counselor. The issue of classification of these positions is currently under negotiation.

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* (cont.) System through two (2) biennial ratings shall be eligible to rate for any position above Group II." This item shall require clarification so that the consistency between it and the ideas offered for consideration in this report may be determined.

Report of the
Committee on Career Education
to the
Boston Commission on Secondary Education

March, 1974

Committee on Career Education

Commission Members

Gerald Bush - Chairperson

Simone Auster

Thomas Clegg

Joseph Duggan

Hubie Jones

Charles Leftwich

John Tyrell

Bertram Williamson

Resource Members

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Committee on Career Education

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Committee on Career Education

Interim Report

Career education means different things to different people. The Department of Health, Education and Welfare (HEW) views career education as an educational experience from kindergarten to high school with a special focus at each level: elementary grades for awareness of job opportunities, intermediate grades for exploration of job opportunities, high school for the development of marketable job skills. This view is not a replacement for vocational education (education whose primary purpose is to fit or upgrade students for profitable employment in a particular trade) which originated with agriculture, industry and homemaking, but a much broader view, a balance between a vocational and an academic education.

The Career Education Committee has, by necessity, limited the objectives and scope of its work. The primary focus of the study has been on high school vocational education. Admittedly, this is only a fragment of career education, but constraints of time and manpower required the restriction. Existing career education programs, planned programs, and the relation of Boston's career education programs to the business and industrial community were examined.

Overview

Boston has the largest concentration of disadvantaged and handicapped population in the State, yet receives only a small proportion of state and federal funds allocated for

this purpose. This fact is also true for funds allocated for vocational education and in particular for funds allocated for vocational education of the disadvantaged and handicapped. There are few, if any, programs for the linguistic minority students and only stereotyped programs for females.

In Boston, the major vocational programs are funded from proposals that were written just after the turn of the century. These programs are the five year Cooperative Vocational Education Programs. For four of these years, a student spends one half of his time in a shop learning the skills of a trade and the other half in academic subjects. During the third and fourth year of the program the student can be gainfully employed, in place of the school shop work, learning the skills of the trade. The fifth year is spent in full time employment in the trade.

A new vocational program, Boston Comprehensive Vocational Partnership Proposal, developed by the school's central administrative office is the latest vocational program proposed for Boston. The objectives of this program, to widen the range of occupational choices; to increase the number of students, especially female, participating in vocational programs; and to involve the resources of the private sector of the community to a greater degree are excellent and worthy of praise. However, funding for this project is delayed by the conflict between HEW and the Boston schools.

Any assistance the Commission can give to expedite the release of the funds to the Partnership Proposal should be given.

The Court has found the Boston schools in violation of the 1964 Civil Rights Acts, therefore ordering the withholding of Federal funds. Releasing these funds would ameliorate the problems that caused the Court to find against Boston. Specific objectives of the Partnership Proposal are to increase the enrollment of minority and disadvantaged persons of secondary school age in vocational programs, and thereby reduce racial segregation. The withholding of the funds only serves to perpetuate the conditions for which the suit was brought.

The Planning Management Evaluation component of the Partnership Proposal is a vital component to this new vocational program. This is the agent to moving vocational education, in Boston, in a new direction and for implementing the increase in programming. This component is to bring central unification, control and evaluation to vocational programs. To adjust and improve the programs, there must be a systematic capability to control and evaluate the offerings. The Planning, Management Evaluation component of the Partnership Proposal will provide this central control for vocational programs.

General Recommendations

The Committee recommends the creation of a sequential

pattern of Career Education that will influence the education of all middle and high school students. Basic to such an educational program is the development of close ties to the world of work through a variety of partnership arrangements with business and industry.

Career education must be closely welded to the academic programs as well as to the more obvious vocational components of a secondary education program. Students should be exposed to a variety of career opportunities by designing curricula in numerous subject areas that will use business and industries as locations for classes. Such an approach is likely to increase a student's awareness of how the world operates and how they choose to operate within it.

Career education programs must be available to the entire student and adult population of Boston and allow for continuing and adult career education programs. A career involves a lifetime of development and change. The public education system must expand its areas of responsibility to include people of any age who need job training or retraining.

Career education should deal with occupations in broad terms. School programs should be designed to (a) provide students with an exposure to the numerous career options available, (b) provide students with specific skill training in at least one occupational cluster area, (c) acquaint students with job ladders and the training one must have to progress to different levels.

Career education programs must include very complete guidance programs that will emphasize career counselling at all levels of secondary education. Guidance programs should be assigned to (a) help students to identify career possibilities, (b) serve as job placement centers to match students with available positions.

A specific outcome of the Career Education Committee is the recommendation to build the Occupational Resource Center (ORC). The ORC is an essential element in the foundation of the secondary schools of Boston, and procrastinating about the building can no longer be tolerated.

Campus High Urban Renewal Project at Madison Park in Lower Roxbury (Campus High), the presently planned ORC location, is not an ideal site. But given the commitments of the numerous agencies and the availability of sites, it seems inevitable that the location is destined to be Madison Park. Precaution should be exercised with this site: as of this date the required parcel of land has not been obtained, the adequacy of public transportation to the area is questionable, and the establishment of the ORC on this site should not preclude the creation of "satellite ORCs" at other sites throughout the city.

Public transportation, provided the full site can be obtained, may be the major objection to the location of the ORC at Madison Park. Before construction actually starts on the ORC, assurances should be given that the transportation

problem can be resolved. The justification of the construction expense for the Center requires a six-days-a-week program with evening hours of operations. This type of operation demands a safe, dependable, attractive, and frequently scheduled public transportation system. These conditions are not true about the present MBTA access to Madison Park.

The recommendation to build the ORC does not mean this should necessarily be the only occupational resource center in the city. An electronics program located in an electronics company is an excellent example of a satellite resource center that may well justify its operation on a site other than Madison Park. An occupation program located at the airport or at the former Charlestown Navy Yard are examples of other sites that could be used for the locations of satellite occupational resource centers.

Flexibility must be built into the design of the ORC to allow for satellite occupation resource centers. The design of the Center should be based on the assumption that this will not be the only ORC. Allowances have to be made to provide skill training in areas of immediate and future demands.

An important consideration in the establishment of an ORC is Technical High and Boston High. The role played by these two schools in career education is important. The philosophy and objectives of each of the three -- ORC, Technical, Boston -- must be clearly established and

communicated to all concerned: students, public and professionals. Only when the philosophy and objectives of these schools are clear can the curriculum objectives of each school be established and the schools function as intended.

Pilots

The Career Education Committee recommends the establishment of several pilot programs to be financially aided and administratively supported by the Commission as future activities. The pilots are in concert with the Committee recommendations. Primarily, the Commission would provide the financial support to initiate and develop the programs. The financial support could be used to pay teachers or students, purchase materials, hire consultants, and locate additional funding. A master schedule for a home-base school, the use of Boston Trade School as a pilot ORC, a high school operating during unconventional time periods, and an employment investigation are the programs recommended, by the Committee, for Commission support.

Sufficient funds may already be available to fund programs recommended, by the Committee, for Commission support. Funds may be available from state or federal agencies or even a reallocation of school department funds may be possible. The Commission support would then amount to locating the funds rather than using Commission funds to support the programs.

Master Schedule

A major concern with the use of resource centers is the necessary revisions needed in the master schedule for a home-base school. Many perceive the use of resource centers to affect adversely the master schedule of the home-base school. The concern has been a detriment to the establishment of the ORC.

At present a pilot ORC is functioning to study the programmatic operation within the ORC. Now a program is needed to develop skills in the building of a home-base school master schedule used in conjunction with a resource center. The schedule must be one that is easily adopted by the city high schools for a uniform scheduling of all resource centers.

It is a recommendation of the Career Education Committee to have the Commission support a Scheduling Pilot to develop a compatible master schedule for the high school and all resource centers, starting with the Occupational Resource Center.

Boston Trade

The pilot ORC program presently being conducted by the Boston schools is a good example of future planning for the eventuality of an ORC. This pilot program gives the opportunity to start an ORC with the luxury of time to work on unforeseen problems and to resolve them before the ORC is built. Now is the time to expand the occupational pilot programs to embrace a larger student body and test the programmatic

premises -- career awareness for elementary students, exploration for intermediate school students, skill development for high school students -- on which the ORC is based. In addition to the day time use, expanded late afternoon and evening programs should be initiated. Occupational programs at these hours of the day cannot wait for the building of an ORC facility. The feasibility of these programs needs to be tested now. Also, the intervening time between now and the opening of the ORC at Madison Park offers the opportunity to build within the city a knowledge of the ORC's operation, potential and service.

The construction of an ORC will mean the eventual demise of Boston Trade School. Before this change takes place, Trade can be used as an "ORC." Students would remain in the district high school -- home-base school -- and use Trade School facilities for awareness, exploration, and skill development components of career education. Students would take their academic courses at the district schools and the shop courses at Trade. A program of this nature could insure an efficient transfer of the Trade School vocational programs to the ORC when it becomes operational.

The concepts of this pilot could be extended to the Cooperative Vocational Education programs. Students would be enrolled at a home-base school for academic subjects and take shop subjects at another district school; for example, a student would enroll at Dorchester High, his home-base

school, for academic subjects, then attend Charlestown High for the electrical shop work. A program of this nature would require central office coordination and selection of participating students. Vocational programs with this central control could help to eliminate the district parochialism of the Cooperative Vocational Education Programs.

It is the recommendation of The Career Education Committee that the Commission support a pilot program to use Trade School for Boys as an occupational resource center and investigate the possibility of arranging similar programs with Cooperative Vocational Education Shops.

High School at Unconventional Hours

The option to obtain a high school education other than by the conventional method of a five day week, 8:30 to 2:30, nine months of the year should be available to the high school age students and adults of the city. Boston pioneered a program of this nature: Boston Central Adult High School. If a criticism of this program can be made, it is that it only operates two nights a week.

An expansion of Boston Central Adult High is well justified in an urban setting like Boston. The expansion of the program would offer an education for those students who cannot fit into the conventional school time structure, for those who cannot cope with the conventional time structure, and for the adults who want the opportunity to gain a high school education or improve it. Urban High School in Las Vegas,

Nevada, is an example of the type of school that may be worth replicating.

The Career Education Committee recommends that the Commission support a study of a full time evening high school with a commitment to the support of a pilot evening high school, if warranted.

Program Job Study

A study of the relation of schools to employer's expectations and employment preparation to job opportunities for the immediate Boston area must be developed to implement meaningful vocational education programs. Facets of this study are vocational education programs offered in the Boston schools, training offered by employers, employment skills needed, potential employment and future employment needs. Other objectives are how students perceive their education with relation to their employment and how the employer perceives the students' training in relation to the needs.

The original base line data for a study of this type does not need to be researched. The data exist; it remains to be utilized. This data has been compiled by the State Department of Employment Security, the U. S. Department of Labor, and private corporations.

A component of the study for which data does not exist is a study of students after they leave school. Well within the preview of the study is the development of a two and

a five year follow-up study of students. A means must be developed to constantly up-date this data; a one-time compilation of the data is of little use.

Implicit in the conducting of this study is that the results will be used to reinforce the programs found to be adequate and to bring changes to the programs that are shown to be in need of change. The study is basically a feedback system for improving the vocational programs.

It is a recommendation of the Career Education Committee that the Commission support a Job Study Program during the next year of Commission activities.

Unions

It is recommended that closer cooperation be developed between the vocational education programs and the respective union.

Requirements of the unions and the objectives of the vocational education must be brought closer. Objectives of apprenticeship and the vocational programs should be in agreement so that apprenticeship time can be allocated to a secondary school experience. Active recruiting for unions should be done within the vocational programs. The economics of the union and the realities of prospective employment should be a direct part of the vocational program.

Community Colleges

A recommendation of the Career Education Committee is the building of a mechanism of communication between the

Boston schools and the community colleges. This is essential to the proper functioning of both educational systems. The role of each must be distinct and clear. How each responds to the responsibilities it has to the students and the sharing of these responsibilities with each other must be understood by all: public and professionals.

At least two areas of concern can be cited where a thorough understanding of the function of each institution is paramount. These areas are the use of community colleges as resource centers and the role of the Boston Business School.

The community college is an appropriate institution to function as a resource center to a high school. Working programs should be developed with the high school used as a home-base school and the college as the resource center. The community college could also be a component of Flexible Campus. Programs of this type would allow high schools the opportunity to offer specialization they may not be able to afford by the usual method.

One of the marks of academic distinction of the Boston Schools is the Boston Business School. As laudable as this is it may be one the city can no longer afford in this day of expanding school problems and shrinking finances. A study of the options for the retention of the Business School programs and the possible elimination of the expense is a recommendation of the Career Education Committee.

An over-simplification of the Business School problem is to have the state take over its operation as a community college. It is the hope of the Career Education Committee that the study would not dismiss the problem with this quick solution. It may be that the programmatic concept for which the school is known -- self-pacing, highly specialized, individualized instructional units -- could allow some of the Business School course content to be taught at the high school level or the concept be applied to high school courses.

Industrial Arts

The Career Education Committee recommends that a full Industrial Arts Program (a part of career education that has many co-equal objectives; e.g., the development of exploratory career experiences, of avocational interest, of creative maturity, of positive school experiences, development of technical skills for today's society) be created in those middle and comprehensive high schools that presently do not have such programs.

The Industrial Arts program should be an elective program, not restricted by sex. Full diploma-academic credit is an essential element of any industrial arts program. Consideration should be given to the establishment of industrial arts programs that are not restricted to one specialty, i.e., the offering should be Industrial Arts, not woodworking or printing or electricity. The student should have the opportunity to cross the disciplines at will, within

the confines of his particular objective, i.e., if the project requires the skills and tools of a variety of the industrial arts, they should be available.

An immediate broadening of industrial arts can be implemented in those high schools that have no industrial arts shops, but have vocational cooperative education programs. These schools could offer a limited shop program by using the voc-ed shops. A feasibility study of allowing the non-vocational student the opportunity of a shop experience using the vocational education shops should be made.

Guidance

The relationship between the secondary school guidance programs and career education is an area in which the Committee feels it should have directed more of its energy. The Committee feels that a range of career guidance programs exists and that some could be appropriately implemented in Boston. Next year's Commission's activities should include an intensive study of career guidance with a focus on the middle school level.

Consistent with the middle school philosophy of learning-centered curriculum, an objective of middle school career education is exploration. At this age, students make significent career decisions. Although adjustments can be made later in life, students need to be aware of the effect decisions, made at this age, can have on their future lives. Decisions at this time could possibly foreclose options

for some students. A middle school student must be provided with proper career guidance and exploration experiences to be better able to make career decisions.

A Career Guidance Education Coordinator is a pilot program suggested for implementation at the middle school to fill career guidance needs at this level. The Coordinator would be a member of the faculty of a middle school charged with the responsibility of implementing and coordinating a career guidance program. The coordinator's responsibility would include providing career exploration experiences, e.g., arranging career program visits and visitors for the students; providing teachers with career curriculum information, e.g., cataloging and compiling career curriculum and media information; and assisting students in career decisions, e.g., providing information about and assisting students in the selection of a high school program.

It is the recommendation of the Career Education Committee that an intensive study of middle school career guidance program be made in the Commission's activities of next year.

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